ED 327 632 RIE VOL.26,NO. 6 FR:ED 327 632 0001

DOCUMENT RESUME JUNE 1991 TO:ED 328 071

DOCUMENT RESUME

ED 327 632 AA 001 209

Resources in Education (RIE). Volume 26, Number 6.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 327 648 CE 056 651

Bhola, H. S.
Adult Literacy for Development: The Logic and Structure of Economic Motivations.
PUB DATE- Nov 90
NOTE- 12p.; Paper presented at a Seminar on Adult Literacy for Development (New Delhi, India, November 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; *Economic Development; Educational Philosophy; *Foreign Countries; *Literacy Education; *Motivation
IDENTIFIERS- *China; India

This paper addresses the logic and the structure of economic motivations for adult literacy promotion. It uses as an example the People's Republic of China to demonstrate how economic motivations can best serve the cause of adult literacy and suggests applying these concepts to India. The paper is organized in three parts. In the first part, the general nature of human motivations and the process of building and sustaining motivations is discussed. This discussion is followed by an analysis of the logic and structure of using economic motivations in adult literacy for development. In the second part, the national effort to use economic motivations in literacy and development in China is described, and the effectiveness of this ongoing effort is evaluated. In the third part, the possibilities of applying economic motivations for literacy promotion in India are suggested. (KC)

DOCUMENT RESUME

ED 327 664 CE 056 674

Ashley, William, Comp.; And Others
The Rural Career Assistance Program: An Implementation Guide.
Ohio State Univ., Columbus. Cooperative Extension Service.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Commerce, Washington, D.C.
PUB DATE- 88
NOTE- 196p.; Document printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Adult Farmer Education; *Career Choice; Career Counseling; *Career Development; *Career Planning; *Dislocated Workers; *Farmers; Job Search Methods; Learning Activities; Money Management; Postsecondary Education; Program Development; Program Implementation; Student Recruitment; Teaching Methods; *Workshops
IDENTIFIERS- *Rural Career Assistance Program

This guide was developed to aid workshop presenters in conducting programs for farmers who may lose or have lost their farms. It contains materials to help the farmers cope with the emotional, financial, and career loss and to plan for the future. The guide is organized in three chapters. Chapter 1 demonstrates the need for the program, defines the farmers' problems, and describes the Rural Career Assistance Program. Chapter 2 outlines the program's structure, including administration (program staffing/recruiting, reporting, curriculum, client recruitment, funding and budget issues, linkages), program planning and implementation, and public relations. The final chapter describes the client services offered in career assistance programs, suggests a program format, and provides teaching suggestions. The bulk of the guide consists of handout masters for workshop materials, intake and recruitment materials, and materials related to the emotional, career, physical, and fiscal domains. (KC)

DOCUMENT RESUME

ED 327 679 CE 056 714

O'Connor, Patrick J.; And Others

The Integration of Marketing in Post-Secondary Vocational Education.

SPONS. AGENCY- Georgia State Board for Postsecondary Vocational Education, Atlanta.
PUB DATE- Jul 88
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Administrator Role; Educational Planning; *Institutional Advancement; *Marketing; Postsecondary Education; *Public Relations; School Holding Power; *Student Recruitment; Teacher Role; Vocational Directors; *Vocational Education; Vocational Education Teachers

Marketing can solve problems postsecondary vocational educators face related to enrollment, professional contribution, image, and program quality. Postsecondary vocational education should be aggressively marketed because of its expanding growth and mission. Postsecondary institutions are using various marketing strategies, including activities related to research, promotion, planning, client needs, and availability/accessibility. However, marketing involves more than just public relations and image development. Substantive changes imply modifications in programs, support services, administration, and delivery methods. The procedure for integrating marketing in a postsecondary institution begins with activities focusing on internal marketing, structure, and management support. An institution must perform internal marketing to ensure that its members support the marketing process. Key components of internal marketing are the following: quality and commitment; the role of management; the organizational personality of "corporate culture"; selection, orientation, and reorientation; training; and communications. The integration of marketing must be performed in a structured fashion with management support. Two guest contributors to this monograph are Thomas J. Walker and Deede Sharpe, writing respectively on marketing's role in promoting the value of vocational-education and the function of internal marketing. (28 references) (YLB)

DOCUMENT RESUME

ED 327 692 CE 056 741

ALBSU: Adult Literacy & Basic Skills Unit Newsletter. Nos. 36-39.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Classroom Techniques; Educational Philosophy; *Educational Practices; *English (Second Language); Foreign Countries; *Literacy Education; Program Development; Second Language Instruction; *Teaching Methods
IDENTIFIERS- *England; Numeracy

The four 1990 issues of the Adult Literacy and Basic Skills Unit (ALBSU) Newsletter are gathered in this packet. The newsletters are published quarterly by the ALBSU for persons teaching in adult literacy, English as a Second Language, and basic skils programs; for persons responsible for funding and organizing such programs; and for those who are generally interested in these areas. The following articles are found in the Winter 1990 edition: "The Shape of Things to Come?"; "Link into Learning"; "The Literacy Gap"; "The Problems of the Long-Term Student"; and "Initial Assessment in Employment Training." The Spring edition contains these articles: "'Stanley and Iris'--Hollywood Discovers Literacy"; "Numeracy in the Basic Skills Accreditation Initiative"; "Genre and Process"; "Basic Education Support in an FE (Further Education) Setting"; and "Kenneth Brooksbank." The Summer edition contains the following: "Setting the Agenda in the 1990s"; "Learning to Learn in Adult Basic Education"; "Literacy in Bhopal"; "Training and Enterprise Councils and Adult Basic Education"; and "English for Speakers of Other Languages: Mixed Ability Groups." In the Autumn issue are these articles: "Expanding Provision--Improving Practice"; "Assessing Bilingual Adults for Training"; "Reading Aloud--or Not?"; "The Inprint Initiative"; and "ILY (International Literacy Year) in Xiamen." All four issues also contain book reviews and short news items. (KC)

DOCUMENT RESUME

ED 327 724 CE 056 814

Wagner, Graham, Ed.
Proceedings of the Towards Competency Seminar. A Seminar on Curriculum Development and Evaluation in Vocational Education in New Zealand (Wellington, New Zealand, August 30-31, 1988).
New Zealand Council for Educational Research, Wellington.; Vocational Training Council, Wellington (New Zealand).
PUB DATE- 89
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Competency Based Education; Curriculum Design; *Curriculum Development; *Educational Needs; Educational Research; Foreign Countries; Higher Education; Job Training; Policy Formation; *Program Evaluation; Secondary Education; Seminars; *Vocational Education
IDENTIFIERS- *New Zealand

These proceedings begin with opening remarks that discuss seminar concerns and objectives. These remarks define two concerns: (1) evaluation of the methods of curriculum development and evaluation appropriate for vocational education in New Zealand; and (2) development of guidelines to assist educators to meet the requirements for competency-based education. "Towards Competency" (Phil Goff) and the subsequent comment on the paper discuss the new National Vocational Qualifications Board. Four keynote speeches presented are: "Towards Competency: An Industry View" (Ray Tayler); "The Role of the Policy-maker in Vocational Education and Training" (Catherine Gibson); "Providers" (Turoa K. Royal); and "A Researcher's Viewpoint" (Ian Livingstone). An overview of the keynote speeches follows. Presenters' notes are then provided for eight presentations/workshops on practical applications of competency-based vocational curriculum development and evaluation: "Peer Group Assessment and Competency-Based Training" (Bernice Kelly); "Competency-Based Curricula in Agriculture Training" (Ray Craven); "Competency-Based Education in the Service Sector" (John Olds); "Management of Evaluation" (Mary Boyle); "An Application of Competency-Based Training" (Victor Johnson); "Technology and the Vocational and Academic Curriculum: Methods for Integration and Evaluation" (G. Khan); "Modularisation: Implications and Examples, Competency-Based Learning Programme--Carrington Polytechnic, and Needs-Based Learning on Campus" (Lesley Edgley, Irene Lynch); and "The DACUM Process and Its Application in Developing Competency-Based Training for the Apprenticeable Trades in the Motor Industry" (Nano Morris, Steven Wickens). Participants' comments follow the first six presentations. The next section summarizes discussion group sessions by outlining the issues reported by the groups. A discussion of the main points or themes arising from the speeches, presentations, and workshops follows. Other contents include closing remarks form various participants; a selection of retrospective views from representative participants; a summary; and lists of the working party and participants. (YLB)

DOCUMENT RESUME

ED 327 738 CE 057 134

McCaslin, N. L.
A Framework for Evaluating Local Vocational Education Programs.
  Information Series No. 344.
ERIC Clearinghouse on Adult, Career, and Vocational Education,
  Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC
  Information Analysis Products (070) Other/Miscellaneous (Not
  Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; Data Collection; Educational Change;
  *Evaluation Criteria; Information Needs; Information Sources;
  *Outcomes of Education; Postsecondary Education; *Program
  Evaluation; Program Improvement; Secondary Education; *Vocational
  Education

To help vocational education administrators and practitioners, this paper presents a framework for vocational education program evaluation. Evaluation is defined as the act of rendering judgments to determine a program's value; two major types are formative and summative. Vocational education evaluation should take a broader and more comprehensive approach than a focus on student achievement. This approach requires use of valid and reliable information of three interrelated types: needs, processes, and outcomes. The needs for vocational education include students' interests, knowledge, attitudes, and skills; the knowledge, attitudes, and skills employers want in employees; and the educational, economic, and social needs of society. Sources of information about vocational education program processes include: (1) organizational information; (2) program information; (3) support services and activities; (4) staff; (5) student demographic characteristics and educational achievement; and (6) community information. Also part of the evaluation framework are economic outcomes (labor force participation, employment and unemployment rates, training-related placement, type of employment, earnings, employee satisfaction with work, employer satisfaction with employees); educational outcomes (academic and higher-order thinking skills, knowledge of the world of work, occupational skills, school attendance and dropout rates, continuing education rates, satisfaction with education); and psychosocial outcomes (aspirations, attitudes, values, self-esteem, citizenship, and leadership). (28 references) (SK)

DOCUMENT RESUME

ED 327 753 CG 023 057

Gabriel, Roy M.; And Others
Surveys of Student Alcohol and Other Drug Use: A Consumer's Guide.
Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Data Analysis; Data Collection; *Drug Abuse; *Evaluation Methods; Evaluation Utilization; Information Utilization; *Instrumentation; Psychometrics; Secondary Education; *Surveys; Test Reliability; Validity

No issue in schools and communities today commands the concern and urgency of the U.S. public as much as the dangers of alcohol and other drug (AOD) use among youth. This guide therefore provides descriptive information on the variety of surveys of student alcohol and other drug use currently available, and delineates the issues involved in selecting or developing a survey instrument. After an introductory statement of purpose, chapter 2 describes the process of selection and review of the instruments presented. Chapter 3 describes the content domain of existing surveys, including specific substances, use-related issues, and other related high-risk behaviors. It also provides charts which contrast the survey instruments reviewed in this guide regarding their coverage of this content. Chapter 4 addresses an array of issues common to all AOD survey tools, including psychometric issues such as reliability and validity and utilization issues guiding the administration of the survey and interpretation of its results. Chapter 5 summarizes the principles and issues discussed throughout the guide in a process and rating scale. Chapter 6 presents the key characteristics of the surveys reviewed in the form of single-page abstracts including each survey's cost, length, appropriate age/grade levels, and contact information. Appended are the test review form used to evaluate these survey instruments and a policy statement on confidentiality of student records from the Western Center for Drug Free Schools and Communities. Twelve references are included. (TE)

DOCUMENT RESUME

ED 327 769 CG 023 073

Mitchell, Stephanie
Portland Peers Project. Interim Evaluation Report, 1989-90.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Aug 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Alcohol Education; *Drinking; *Drug Abuse; *Drug Education; *Drug Use; Intermediate Grades; Junior High Schools; Middle Schools; *Peer Relationship; Preadolescents
IDENTIFIERS- *Portland School District OR

This document comprises an interim evaluation report for the Portland Peers Project, a comprehensive drug education program that serves students in grades 6-8 in all Portland (Oregon) middle schools, for the 1989-90 academic year. It is noted that data were collected through an initial assessment survey, a parent questionnaire, a student peer helper scale, and a review of the literature on peer assistance programs. This interim report presents preliminary findings related to the project's assessment of drug use by middle school students, results of the peer helper scale, and findings from the parent survey. The report also describes demographics of the treatment and comparison groups of students. Results are presented and explained in five tables showing: (1) distribution of peers project students by grade and gender; (2) distribution of peers project students and comparison group by ethnicity; (3) mean pretest, posttest, and change on peer helper scale by group; (4) mean, standard deviation, and change on peer helper subscales by group; and (5) parents' perceptions of the program. Findings are presented which show that the program established a coordinated peer support system in the middle schools during 1989-1990, and that the project achieved its expected effect of increasing middle school students' helping skills as measured by the Peer Helper Scale. The results of the initial assessment of drug use by middle school students were inconclusive. A 12-item bibliography is included and a summary of the initial assessment of student drug use is appended, along with instrumentation. (TE)

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DOCUMENT RESUME

ED 327 785 CG 023 089

Smith, Francie
From Dysfunctional Families to Dysfunctional Schools: A Systems Paradigm.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Dropout Prevention Conference (3rd, Nashville, TN, March 25-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cybernetics; Elementary Secondary Education; Family Characteristics; *Family Influence; *Family Relationship; *Family School Relationship; *Family Structure; Interpersonal Communication; School Role; Student Adjustment; *Systems Approach
IDENTIFIERS- *Dysfunctional Families

This paper develops a systems-theory-based paradigm to argue that the characteristics of dysfunctional relationships found in families are also found in schools. To develop this thesis, the characteristics of systems theory as applied to a natural system such as the family are described. The family is defined as a primary intergenerational natural system in which the feelings, thoughts, and behavior of each member are influenced reciprocally by the feelings, thoughts, and behavior of other family members. It is suggested that the relationships and interpersonal processes forged in the family are replicated in the other relationships that family members establish later in life with spouses, peers, colleagues, authority figures, and subordinates. The emotional system, as defined by family systems theory, is presented as an information processing system which allows a person to both respond to and form relationships with itself, others, and its environment; this, in turn, influences and is influenced by the feeling system and the intellectual system. An application of family systems theory to understanding the relationship processes occurring in the school is described. A matrix using family systems theory is presented as a means of illustrating those relationships, and implications for schools are discussed. (TE)

DOCUMENT RESUME

ED 327 801 CG 023 105

Wellman, Mary M.
An AIDS Hotline: Primary Prevention in the Community.
PUB DATE- 10 Aug 90
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Hotlines (Public); *Prevention; *Sex Differences

As the Acquired Immune Deficiency Syndrome (AIDS) epidemic escalates, the need for primary prevention programs to disseminate information has become more important than ever. This research is an analysis of all calls received by an AIDS hotline in central Massachusetts over an 8-month period. Of the 387 calls received, 55% were from males. The majority of callers were in their 20s (42%) or 30s (22%), with 5% of calls coming from adolescents. Among risk behaviors, 9% of callers identified themselves as homosexual men, 3% identified themselves as bisexual men, and 7% identified themselves as intravenous drug users. Forty-five percent called to ask questions about what constituted high-risk behavior. Only 2% of callers were already diagnosed as human immunodeficiency virus (HIV) infected. Forty-three percent of callers wanted information about HIV testing, while only 17% were interested in safer sex information. Adolescents tended to be more interested in obtaining safer sex information. A highly significant gender difference in presenting problems was noted. Men called primarily because they were concerned about their own health and possibility of infection, while women called primarily because they were concerned about family members, partners, or friends. These hotline data point out the need for further education and community outreach. (NB)

DOCUMENT RESUME

ED 327 816 CS 010 371

Ahai, Naihuwo
Literacy in an Emergent Society: Papua New Guinea.
PUB DATE- Oct 90
NOTE- 21p.; Paper presented at the International Literacy Year Colloquium (Washington, DC, October 9-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Community Programs; Developing Nations; Foreign Countries; *Literacy; Literacy Education; *National Programs; Program Descriptions
IDENTIFIERS- Historical Background; *National Policy; *Papua New Guinea

Papua New Guinea has made tremendous progress by officially recognizing the value of vernacular languages as a resource in the sociocultural, economic, and political development of the country. Many of the strategies of implementation reflect the peculiarities identified with the current momentum in literacy. The strong lower level involvement in all aspects of literacy (planning, administration, funding, buildings, curriculum, materials, evaluation) differs from the experience of other countries whose literacy programs are heavily centralized. The problems of achieving universal literacy in a country with 860 languages are enormous. The task, however, is not impossible given adequate resources. International cooperation has a role to play in the spread of literacy in Papua New Guinea. The Australian government sponsors the Melanesian Literacy project in which people from the Melanesian countries (Vanuatu, Solomon Islands, and Papua New Guinea) are trained as literacy workers by Melanesians in Melanesia itself. Funding assistance should be with the aim of enhancing local literacy programs, and funding should reflect the needs of the people themselves. The availability of expertise in Papua New Guinea does not seem as urgent a problem as it was in the past. Many of the innovations in literacy programs will be refined as time goes on, but the future of literacy in Papua New Guinea is bright. (RS)

DOCUMENT RESUME

ED 327 831 CS 010 388

Qian, Gaoyin
Review of the Interactive Model: Reconsideration of Reading and Writing Relationship.
PUB DATE- 3 Nov 90
NOTE- 8p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; Higher Education; *Models; *Reading Processes; *Reading Research; *Reading Writing Relationship; Research Needs; *Writing Processes; *Writing Research
IDENTIFIERS- *Interactive Model

Studies from the interactive perspective regard reading and writing as processes which share a common knowledge base and have similar mental operations. First, according to this model, reading and writing are both interactive processes. Second, both readers and writers go through the same activities as planning, drafting, aligning, revising, monitoring, and checking outcomes. Also, readers and writers seem to share some mental operations by engaging in reflective thinking after they have finished with their respective texts. Research from the interactive perspective has shown that (1) the interactive model is more effective than two other models in teaching second and fifth graders; (2) writing affects both students' reading comprehension and critical thinking; and (3) combining reading with writing contributes to a wider range of both quantity and quality of revisions to writing than does writing without reading. The interactive model suggests that writing should be introduced to the students as soon as reading begins. Although it has been found that reading activity and instruction can influence writing ability and that writing instruction can enhance reading ability, quite often no such transfer between reading and writing occurs. Researchers anticipate that the 1990s will see efforts made to explore the reading writing relationship from the interactive perspective, the communicative perspective, and the collaborative perspective. There is a scarcity of research on the effect reading and writing have upon the critical thinking of high school students. (RS)

DOCUMENT RESUME

ED 327 847 CS 212 602

Croft, Cedric
Spelling in the Context of Current Approaches to Language.
PUB DATE- 28 Mar 87
NOTE- 10p.; Paper presented to the Professional Development Seminar of the Reading and Social Studies Associations (Wanganui, New Zealand, March 28, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Education; Foreign Countries; *Spelling; *Spelling Instruction; Theory Practice Relationship; Word Study Skills; *Writing Skills; *Written Language
IDENTIFIERS- New Zealand

How can classroom spelling programs be structured and organized to fit current approaches to language? Ten major considerations can be identified: (1) spelling is a skill of writing; (2) spelling is best learned as a component of writing, and not as a result of studying isolated skills; (3) not all children will pick up spelling as a result of reading and writing--for most children, study of the meanings, uses, and structure of words is an essential part of the classroom language program; (4) words to be incorporated in a word study program must emerge from other aspects of the classroom program, but the essential feature should be their relevance to pupils' writing; (5) there is a relatively small core of high-frequency words that must be used properly and spelled conventionally, if skills of spelling and written language are to progress; (6) beyond this small common core of words, there is a rich and diverse written language, unique to each individual; (7) there is much less uniformity and regularity in the spelling errors made by a class group, than in the words they use; (8) children need to be given a procedure to help them learn to spell specific words; (9) proofreading is another aspect of spelling that is not just picked up--children can learn to detect errors; and (10) as spelling is a skill of writing, its measurement and evaluation must begin with written language and must utilize test-based information as appropriate. (SR)

DOCUMENT RESUME

ED 327 864 CS 212 633

Cianciolo, Patricia J.; Prawat, Richard S.
Experts Define the Ideal Elementary Literature Program. Elementary Subjects Center Series No. 29.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Childrens Literature; Content Area Reading; Curriculum Design; *Curriculum Development; Educational Objectives; Elementary Education; *Elementary School Curriculum; English Curriculum; Higher Education; Literature Appreciation; Reading Programs; Reading Writing Relationship; Teacher Response
IDENTIFIERS- Teacher Surveys

A study examined the views of six experts in the teaching of literature concerning ideal curricula in literature at the elementary school level. Data were developed from a detailed, written document in which the experts (three university professors who had made significant scholarly contributions in children's literature and three elementary school teachers with glowing reputations in the pedagogical area) provided feedback about ideal curricula in general and the literature curriculum in the elementary grades in particular. In terms of commonalities and differences, results revealed that all the experts agreed with the features of ideal curriculum described in the set of framing questions sent to each respondent. They favored a curriculum in literature that is much more focused and coherent than currently is the norm. Most respondents also viewed literature as an opportunity for fostering important goals--both within language arts and across other subject matter areas. Literature was considered a good tool for teaching writing, for example, or as a vehicle for teaching content in social studies. One respondent thought that good literature led to greater self-understanding. Results also revealed that the concept of literature as an aesthetic object worthy of study in its own right was notably absent in the perspectives represented. (An appendix contains the mission statements and objectives of this curriculum improvement study.) (Author/KEH)

DOCUMENT RESUME

ED 327 879 CS 212 710

Sorenson, Sharon
Encouraging Writing Achievement: Writing across the Curriculum. ERIC
  Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington,
  IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC
  Information Analysis Products (070) Other/Miscellaneous (Not
  Classifiable Elsewhere) (999)
DESCRIPTORS- Higher Education; Interdisciplinary Approach; Secondary
  Education; Student Reaction; Teacher Role; *Writing Across the
  Curriculum; *Writing Improvement; Writing Research
IDENTIFIERS- ERIC Digests; *Writing Development; *Writing to Learn

Proponents of writing across the curriculum are quick to clarify that writing to learn is not the same as learning to write; but as flip sides of a single coin, the two support one another. Across-the-curriculum writing finds its merit in removing students from their passivity. Cross-curricular writing activities fall into two groups--expressive writing and product writing. Proponents of writing-across-the-curriculum agree that when teachers incorporate writing in their content areas, the need for review and the need for reteaching after testing is sufficiently reduced to more than make up for the difference in the amount of instructional time required. While hard statistical evidence that writing-across-the-curriculum improves student performance is scarce, a few studies show positive results. To overcome the problems of implementing a writing-across-the-curriculum program, most school districts have found a year-long plan for inservice education and group dialogue necessary. When content area teachers incorporate writing in all areas of the curriculum, students benefit in three ways: (1) they have a resource for better understanding content; (2) they practice a technique which aids retention; and (3) they begin to write better. (RS)

DOCUMENT RESUME

ED 327 895 CS 507 374

Estrin, Elise Trumbull; And Others
Logicality and Emotionality in Argumentation.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Attitude Change; Communication Research; *Emotional Response; Higher Education; *Logic; Logical Thinking; *Persuasive Discourse; Rhetorical Theory; Speech Communication

The contention of this paper is that logicality and emotionality are not two poles of a continuum but orthogonal dimensions which may exist to varying degrees in an argument. It was hypothesized that: (1) logicality and emotionality would be perceived as independent components by subject; and (2) messages high in logic would have more influence on attitudes than messages low in logic. In a series of eight experiments, the two dimensions were objectively manipulated within written essays in a 2x2 ANOVA design. Subjects (an average of 67 per experiment) were undergraduates at a small midwestern college. Subjects' ratings confirmed the subjective independence of the dimensions. Attitude change as a function of high/low logicality and/or emotionality was also examined. While emotionality had no effect, there was a weak but consistent effect for logicality; but even the reading of illogical essays resulted in attitudes significantly different from those of a control group. One figure and one table of data are included. Twenty-four references are attached. (Author/SR)

DOCUMENT RESUME

ED 327 912 EA 022 403

Fenton, Ray; O'Leary, Neil
Improving Student Achievement through Enhancing the Instructional Communication Competence of Teachers.
PUB DATE- 90
NOTE- 26p.; Paper prepared for the Annual Meeting of the Communication and Instruction Division of the Western States Communication Association (Phoenix, AZ, February 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Communication Skills; Elementary Secondary Education; Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; Professional Development; Teacher Effectiveness; *Teacher Improvement; Teacher Workshops; Teaching Methods
IDENTIFIERS- *Anchorage School District AK

A teacher communication skills training program to improve instruction, Teacher Expectations and Student Achievement (TESA), is described in this report, with a focus on the effect of improved instructional communication competence on academic achievement. In particular, the advocates of TESA hope that communication skills training will have a positive effect on the progress of low achievers and minority students. Methodology involved the administration of program evaluations to 27 principals and 2 groups of participating teachers: 118 teachers completed an assessment after the third workshop and 96 completed an end assessment. Results of pre- and post-achievement tests of 1,366 students for the years 1983-89 were also analyzed. Findings indicate that the program failed to significantly increase the academic achievement of minority students and low achievers; however, most of the teachers and approximately half of the principals reported changed instructional behaviors and improved student attitudes and achievement. The discrepant outcomes indicate that the program's underlying concept of instructional communication is problematic because of the lack of a relational orientation. Observations are made about the interaction between various communication behaviors, and the recommendation is made for development of a relational model of instructional communication that focuses on teacher-student characteristics and behaviors, the educational context, goals, and outcomes. Three statistical tables are included. (54 references) (LMI)

DOCUMENT RESUME

ED 327 929 EA 022 574

Jones, Beau Fly; Fennimore, Todd F.
The New Definition of Learning: The First Step to School Reform. Video Conference 1. Restructuring To Promote Learning in America's Schools, a Guidebook.
North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 57p.; For other guidebooks in this nine-volume series, see EA 022 575-582.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; Interactive Video; Learning Modules; *Learning Theories; Professional Development; School Based Management; *School Restructuring; Telecommunications; *Teleconferencing; Workshops

Based on the concept of telecommunications as an effective means for creating a forum on school restructuring, the first video conference in a series of nine focuses on recent research on learning and describes the characteristics of successful learners from three perspectives: cognitive, philosophical, and multicultural. Provided in this guidebook are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series, computer forums, course credit information, a list of supplementary materials, 39 references and 3 video sources, and a list of 9 regional resources. Bibliographic information is supplied on the conference's presenters. (LMI)

DOCUMENT RESUME

ED 327 945 EA 022 602

Wirt, Frederick M.
The Missing Link in Instructional Leadership: The Superintendent, Conflict, and Maintenance. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Conflict Resolution; Contracts; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; *Leadership Styles; Negotiation Agreements; Politics of Education; *Superintendents
IDENTIFIERS- *Conflict Management; Illinois

Implications of conflict management for the superintendent's role as instructional leader are explored in this study. A theory of conflict management that looks at the shift in the administrator role from nonpartisan to political professional is applied to case studies of three Illinois school districts in which superintendents involved in teacher contract conflicts chose to fight, avoid, or mediate the conflict. The degree of community conflict was found to have a significant effect on superintendent behavior. A high degree of conflict was conducive to an assertive, compromising, or presiding superintendent role, and a low degree contributed to a professional, delegator, and facilitator role. A conclusion is that the superintendent seeks system maintenance and personal survival amid conflict, and that opposition between excessive attention to trivial matters and serious conflict management contributes to superintendents' lack of time and inclination to provide instructional leadership. (32 references) (LMI)

DOCUMENT RESUME

ED 327 961 EA 022 622

Bartell, Carol A., Ed.
Proceedings of a Seminar on Incentives That Enhance the Teaching Profession: A Discussion of the Policy Issues. Attracting Excellence: Call for Teacher Incentives Series.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 236p.; For summary of the proceedings, see EA 022 620.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Incentives; Public Education; Teacher Employment; *Teacher Motivation; Teacher Persistence; Teacher Role; Teacher Welfare
IDENTIFIERS- *North Central Regional Educational Laboratory

Proceedings of a conference on policy issues pertinent to the design and implementation of teacher incentive plans are presented in this report. Seven papers and reactions to them are presented, which include discussions on the definition and importance of teacher incentives, job redesign and its organizational impacts, constraint and variety perspectives, usefulness of "weak" initiatives, cost of teacher incentive plans, a model of differential incentives, and the teachers' point of view. Key elements of successful incentive programs are summarized, which include reduced professional isolationism, state financial aid, local autonomy, teacher involvement, and public support, based on immediacy, comprehensiveness, flexibility, and a holistic approach. References accompany each paper. (LMI)

DOCUMENT RESUME

ED 327 979 EA 022 662

Beckham, Joseph C.
School Officials and the Courts: Update 1990. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 90
NOTE- 54p.; For 1989 update, see ED 316 922.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; Administrators; Boards of Education; Collective Bargaining; *Court Litigation; Educational Finance; Educational Legislation; Elementary Secondary Education; Employer Employee Relationship; Freedom of Speech; *Legal Responsibility; *Public Schools; Religion; *School Administration; *School Law; School Personnel; Student Rights; Torts

This is the 12th in a series of monographs designed to summarize judicial decisions on elementary and secondary education issues. The cases included in this edition were selected from judicial decisions found in federal and regional reports in the period from June 30, 1989, to June 30, 1990. The cases were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy making and practice. The case summaries are organized according to the following general topics: (1) school boards and board members; (2) administrators; (3) finance; (4) collective bargaining and contract management; (5) teachers and other district employees; (6) pupils; (7) religion; and (8) torts and related statutory liability. Reference notes are included, along with a glossary of selected legal terms. (MLF)

DOCUMENT RESUME

ED 327 994 EC 233 205

Action: A Manual To Help You Organize. This Means War! And We Do Mean Business.
Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.
PUB DATE- 1 Jan 89
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Advocacy; Citizen Participation; *Developmental Disabilities; Federal Legislation; *Lobbying; Persuasive Discourse; Political Influences; *Social Action; *Voluntary Agencies
IDENTIFIERS- Medicaid; Proposed Legislation

This handbook offers practical suggestions for advocates of individuals with developmental disabilities on how to: acquire basic training, recruit volunteers, influence decision makers, lend reinforcement to state and national initiatives, make and keep important contacts, and enlist new allies. Chapter titles include: "Why Organize?," "Knowing Your Enemy," "Your True Enemy Is Called Ignorance," "Knowing Your Allies," "Sample Questionnaire," "Choosing Your Battles," "Basic Training," "Marshalling Your Resources," "Writing Tactics," "The Petition," "The Letter," "The Personal Letter," "Telephone Tactics," "Meeting in Person," and "Public Speaking." The handbook illustrates how to apply the advocacy techniques by using two federal issues as examples: Medicaid reform and the Americans with Disabilities Act. Cartoons from Gary Larson's "The Far Side" are used to illustrate points made in the text. (JDD)

DOCUMENT RESUME

ED 328 010 EC 233 223

Pawl, Jeree, Ed.; And Others
Training Practitioners to Work with Infants, Toddlers and Their Families .
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Sep 89
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- At Risk Persons; Disabilities; *Early Intervention; *Family Programs; *Infants; *Inservice Education; Models; Neonates; Nursing; Parent Education; *Preservice Teacher Education; Public Health; *Toddlers; Training Methods

This newsletter theme issue focuses on the training of practitioners to work with infants, toddlers, and their families with emphasis on the activities of the TASK (Training Approaches for Skills and Knowledge) Project of the National Center for Clinical Infant Programs. The TASK project addresses the concerns of four "stakeholder" groups: parents; educators; professional organizations and practitioners; and policymakers and administrators. The following articles are included: "Educating Allies; Issues and Recommendations in the Training of Practitioners To Work with Infants, Toddlers and Their Families" (Emily Schrag Fenichel and Linda Eggbeer); "Individualizing Training for Early Intervention Practitioners" (Carole Brown and Eva Thorp); "Teaching and Learning: My First Year as an Advisor at Wheelock College" (Jill Bohlin); "A Developmental/Relationship In-Service Training Model for Public Health Nurses Serving Multirisk Infants and Families" (Serena Wieder et al.); "Mediating Successful Parenting: Guidelines for Practitioners" (Serena Wieder); and "Family Administrated Neonatal Activities: An Innovative Component of Family-Centered Care" (Ida Anne Cardone and Linda Gilkerson). Also provided is a list of 29 new and ongoing training initiatives for practitioners working with infants, toddlers, and their families. Information provided includes some or all of the following: the sponsoring institution; a program description; a contact person; eligibility requirements; and stipends available. (DB)

DOCUMENT RESUME

ED 328 026 EC 233 240

Thayer, Donald, Ed.

Annual Report of the Rehabilitation Services Administration to the President and to the Congress on Federal Activities Related to the Rehabilitation Act of 1973, as Amended. Fiscal Year 1989.

Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- 89

NOTE- 487p.; For the 1988 edition, see ED 313 891.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accessibility (for Disabled); Agency Cooperation; Civil Rights Legislation; Compliance (Legal); *Disabilities; Employment Services; Equal Protection; *Federal Legislation; *Federal Programs; Handicap Discrimination; *Independent Living; Program Implementation; *Rehabilitation Programs; Research Projects; Supported Employment; Training; *Vocational Rehabilitation

IDENTIFIERS- *Rehabilitation Act 1973; Rehabilitation Services Administration

This report describes fiscal year 1989 activities of the Rehabilitation Services Administration (RSA) and other federal agencies in meeting the legislative mandates of the Rehabilitation Act of 1973. The first section of the report covers general provisions relating to the Office of the Commissioner, "American Rehabilitation" (RSA's quarterly magazine, the RSA task forces, the information clearinghouse and the evaluating procedures mandated under the Act. Ensuing sections cover: the Vocational Rehabilitation Services program; Client Assistance Program; American Indian Rehabilitation Services Projects; National Institute of Disability and Rehabilitation Research; rehabilitation training; the National Council on Disability; employment of handicapped individuals; architectural and transportation barriers; nondiscrimination under Federal grants and programs; the Interagency Coordinating Council; projects with industry; supported employment services; and independent living services. Appendices include a glossary of terms and data relating to federal and state expenditures, historical national trends and current activity by state agencies, characteristics of persons rehabilitated, post-employment services, ineligibility determinations, the client assistance program, client and applicant appeals, independent living services, and services to and outcomes for persons with severe disabilities and persons with non-severe disabilities. (JDD)

DOCUMENT RESUME

ED 328 040 EC 300 003

Special Education in Tanzania: Project Findings and Recommendations. Terminal Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 24 Feb 88
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deafness; *Developing Nations; *Disabilities; Educational Needs; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; International Organizations; Postsecondary Education; Seminars; *Student Evaluation
IDENTIFIERS- *Tanzania

The report describes a UNESCO (United Nations Educational, Scientific, and Cultural Organization) project in Tanzania which has the following objectives: establishment of seven educational assessment and resource centers for handicapped children; establishment of four units for deaf children in ordinary schools; implementation of three training seminars for assessment teachers; and implementation of a training seminar for teachers of the deaf. The report provides information on the project's background (the country currently provides services to less than 1% of its handicapped children); objectives, major activities; the workplan; operating conditions (major transportation problems and inflation); and the project's financial status. A description of three project seminars is provided. Appendixes list project consultants, the project implementation plan, and equipment. (DB)

DOCUMENT RESUME

ED 328 057 FL 018 903

Gold, Lonny
Suggestopedia: Activating the Student's Reserve Capacities.
California Univ., Santa Cruz. Bilingual Research Group.; National
Council of Suggestology, Paris (France).
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom
Use (For Administrative and Support Staff, and for Teachers,
Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Classroom Environment; Classroom
Techniques; *Cognitive Processes; *Curriculum Design; Foreign
Countries; Grammar; Instructional Effectiveness; Language
Attitudes; Language Teachers; Language Tests; Music; Postsecondary
Education; Role Playing; Second Language Instruction; Student
Attitudes; *Suggestopedia; Teacher Role

An article on the suggestopedic method for adult second language instruction describes the learning processes emphasized in the method and outlines the instructional processes used. The approach is based on the creation of a pleasant, relaxing, and stimulating environment where all information has positive emotional content, and uses subconscious programming of both student perceptions and course content. General and specific examples are given. The structure of a suggestopedic course for adults is described, including the physical environment of the classroom, scheduling of lessons and activities, student adoption of new identities for the duration of the course, the text and its distribution, and content of the dialogues. One dialogue is presented for illustration. Phases of student contact with the text are outlined, including: (1) the "activate concert" phase, during which the text is presented to the accompaniment of classical music, followed by a day of activities and games that emphasize communication; (2) the "passive concert," during which the student just listens as the teacher again reads the text to the accompaniment of classical recordings; and (3) the adaptation phase, with emphasis on aural comprehension, written comprehension, and written expression. The functions of testing and grammar are examined briefly, and the teacher's role is analyzed. (MSE)

DOCUMENT RESUME

ED 327 709 CE 056 771

Engelbrecht, Nancy; And Others
More Metric Measurement Concepts. Fundamentals of Occupational Mathematics. Module 10.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 12p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arithmetic; Community Colleges; Decimal Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; *Measurement; *Metric System; Number Concepts; Pacing; Two Year Colleges; Vocational Education; *Volume (Mathematics); *Weight (Mass)
IDENTIFIERS- *Job Related Mathematics

This module is the 10th in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include the metric concepts of mass, weight, and volume capacity and problem solving with these metric units. (YLB)

ED 327 633 CE 055 265

Nutrition Recommendations...A Call for Action. Summary Report of the Scientific Review Committee and the Communications/Implementation Committee.
Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eating Habits; *Food Standards; Foreign Countries; *Health Promotion; *Nutrition; Nutrition Instruction; *Preventive Medicine; *Public Health; Well Being
IDENTIFIERS- *Canada

This report summarizes the latest edition of national guidelines that have been a cornerstone of nutrition policies and programs in Canada for almost 50 years. The guidelines for healthy eating are as follows: enjoy a variety of foods; emphasize cereals, breads, other grain products, vegetables, and fruits; choose low-fat dairy products, lean meats, and foods prepared with little or no fat; achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating; and limit salt, alcohol, and caffeine. The purpose of the review was to ensure up-to-date nutrition recommendations that will promote and maintain health and reduce the risk of nutrition-related diseases, such as obesity, heart disease, and cancer. A scientific review committee was responsible for reviewing recent evidence from a public health perspective. A communications and implementation committee was responsible for developing consumer advice and implementation strategies. The report indicates the actions that many sectors, including governments at all levels, professional and voluntary organizations, food and food service industries, and the consumer, can take to assist Canadians in making healthy food choices. (CML)

ED 327 649 CE 056 652

Bhola, H. S.

The Essential Theory of Literacy and Its Implications for Programming and Evaluation.

PUB DATE- 20 Dec 90
NOTE- 10p.; Paper presented at a Seminar for the Swedish International Development Authority (Stockholm, Sweden, December 20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Decoding (Reading); Developing Nations; Economic Development; Educational Improvement; *Educational Needs; Educational Policy; *Educational Theories; *Evaluation Criteria; Foreign Countries; Justice; *Literacy Education; *Semiotics

Anecdotal evidence from literacy educators sometimes suggests that many people can do well despite being illiterate; however, this perspective ignores the essential theory of literacy. This theory rests on the premise that the most essential difference between human beings and other creatures is the human ability to make "symbolic transformations." Today the capacity to deal with symbolic transformations (writing) is almost universal. Literacy then can be justified in terms of its essential nature. So construed, literacy is self-justified: literacy for the sake of literacy, as a fulfillment of the human biosocial destiny, and therefore, as a human right. Literacy is "potential added" to newly literate people. The essential theory of literacy is linked with the concept of "symbolic capital." This refers to the body of knowledge made possible by literacy that can be owned by individuals, groups, and cultures. An equitable distribution of societal knowledge capital is part of the distributive justice and of the moral social order being sought today. Implications of this theory are that: (1) literacy should be promoted as an essential human right; (2) programs of "literacy advocacy" should precede programs of "literacy teaching"; and (3) evaluation of the effects of literacy in the informal economy and evaluation of customer satisfaction are important. (KC)

ED 327 710   CE 056 772

Engelbrecht, Nancy; And Others

Powers and Roots. Fundamentals of Occupational Mathematics. Module 11.

Central Community Coll., Grand Island, NE.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 17p.; For related modules, see CE 056 762-773.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Arithmetic; *Calculators; Community Colleges; *Decimal Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; *Multiplication; Number Concepts; Numbers; Pacing; Two Year Colleges; Vocational Education

IDENTIFIERS- *Job Related Mathematics; *Square Roots

This module is the 11th in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include multiplication, powers, calculator use, and roots. (YLB)

ED 327 802 CG 023 106

Zborowski, Lydia L.; Berman, William H.

Assessing the Process of Marital Adaptation: The Marital Coping Inventory.

PUB DATE- Aug 90

NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Adults; *Coping; *Evaluation Methods; *Marital Satisfaction; Marriage; Problem Solving; *Spouses; *Test Construction

IDENTIFIERS- *Marital Coping Inventory (Zbrowski Berman)

Studies on coping with life events identify marriage as a distinct situational stressor, in which a wide range of coping strategies specific to the marital relationship are employed. This study examined the process of martial adaptation, identified as a style of coping, in 116 married volunteers. Subjects completed a demographic questionnaire, the Dyadic Adjustment Scale to measure marital satisfaction, the Profile of Mood States to measure individual emotional states, the "L" Scale of the Minnesota Multiphasic Personality Inventory to examine the relationship of social desirability to questionnaire responses, and the Marital Coping Inventory to assess the process of marital adjustment. The 58-item Marital Coping Inventory was constructed, consisting of strategies that were generated empirically and also fit a theoretical model of coping. Factor analysis generated five subscales of the coping inventory, and each subscale demonstrated a distinct correlation with mood states and marital adjustment. Passive and emotional strategies corresponded to poor adjustment and high personal distress. Strategies that were positively related to adjustment were active and cognitive, and aimed at resolving the problem and alleviating the emotional aspects of the stressor. (NB)

ED 327 896 CS 507 375

Cronin, Michael W.
Communication Techniques for Individual and Organizational Coping with Job Burnout.
PUB DATE- Nov 90
NOTE- 36p.; An earlier version of this paper was presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches. Conference Papers. "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Burnout; Communication Research; *Communication Skills; Emotional Response; Employer Employee Relationship; *Interpersonal Communication; Job Satisfaction; Listening; Negative Attitudes; *Organizational Climate; Speech Communication; Stress Variables; Training Methods; Work Environment
IDENTIFIERS- *Communication Strategies

This paper reviews the literature on the causes of job burnout, a condition which has been linked with high personnel turnover, friction with co-workers and supervisors, increased dissatisfaction with both the job and the organization, job withdrawal, decreased productivity and absenteeism. The paper discusses the communication skills necessary to prevent or reduce burnout from individual and organizational perspectives. The paper places primary emphasis on coping techniques in the following areas: developing interpersonal communication skills, realigning perceptions, empathic listening, distinguishing fact from inference, confronting burnout openly, developing appropriate training programs, and increasing constructive feedback. Attached are 42 references. (Author/KEH)

ED 327 930 EA 022 575

Fennimore, Todd F.; Tinzmann, Margaret Banker
The Thinking Curriculum. Video Conference 2. Restructuring To Promote Learning in America's Schools. A Guidebook.
North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 70p.; For other guidebooks in this nine-volume series, see EA 022 574-582.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Critical Thinking; *Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; Interactive Video; Learning Strategies; Professional Development; *School Restructuring; *Teleconferencing; *Thinking Skills

A redefinition of the concept of learning necessitates the development of a "thinking curriculum." Second in a series of nine video conferences, this guidebook describes components of a thinking curriculum, which is characterized by a dual agenda of content and process. Contents of the guidebook include pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series, computer forums, course credit information, a list of supplementary materials, 40 references amd five video sources, and a list of 9 regional resources. Bibliographic information is supplied on the conference presenters. (LMI)

ED 327 946 EA 022 603

Krug, Samuel E.; And Others

Current Issues and Research Findings in the Study of School Leadership. Project Report.

Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; MetriTech Inc., MI.; National Center for School Leadership, Urbana, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 53p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Administrator Attitudes; Administrator Education; Educational Environment; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; Leadership Styles; *Principals; Professional Development

A set of objective instruments to assess school leadership and instructional climate were developed in this study designed to improve upon the primarily descriptive, individual-oriented leadership assessments of prior research. Self-reports on daily activities were elicited from 41 male and 40 female principals, and a leadership inventory was administered to compare the reported relative importance of behavioral descriptions with beliefs for the prediction of effective instructional leadership. Findings indicate that beliefs about work are a significant factor in explaining differences between leaders and that what is learned about instructional leadership is highly dependent on whom is asked. The implementation of an instructional leadership development program indicates that individually oriented programs are effective models for instructional leadership training. (35 references) (LMI)

ED 327 962 EA 022 626

Glatthorn, Allan A.
Curriculum Development. Instructional Leadership Series.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 90
NOTE- 16p.; Series developed by the Committee of Professors of Secondary School Administration and Supervision (PSSAS).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Education; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Instructional Leadership; Principals; Public Education
IDENTIFIERS- National Association Secondary School Principals

Practical strategies for administrative education faculty involved in principal preparation programs are compiled in this guidebook. This unit in an instructional leadership series focuses on curriculum development and implementation, with a secondary focus on curriculum evaluation. Stages of the process include evaluation, planning, development, and implementation. The elements of effective curriculum implementation and problems in implementation are also discussed. Three figures are included. (19 references) (LMI)

ED 327 963 EA 022 627

ED 327 980 EA 022 663

Gough, Deborah
Thinking about Thinking.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Creative Thinking; *Critical Thinking; Educational Strategies; Elementary Secondary Education; Instructional Improvement; Problem Solving; Program Descriptions; Teaching Methods; Teaching Models; *Thinking Skills

This document summarizes five studies that offer insight into the nature of higher-order thinking skills and the most effective methods for teaching them to students. The reviews outline the conclusions, definitions, recommendations, specific methods of teaching, instructional strategies, and programs detailed in the documents themselves. Strategies mentioned include the Concept Attainment Model, the Inductive Thinking Model, the Group Investigation Model, a continuum of teaching styles, classroom climate, listening, wait-time, active learning, recognition, a contingency strategy, and a permeation strategy. The documents reviewed include: "Understanding Thinking Skills" (Bijaya K. Shrestha); "Teaching Critical Thinking Skills in the Psychomotor Domain" (Ron E. McBride, Carl C. Gabbard, Glenn Miller); "Critical and Creative Thinking in the Classroom" (Jerry L. Thacker); "Integrating Thinking Skills into the Curriculum" (Barry K. Beyer, and Judith Dorsch Backes); and "How to Keep Thinking Skills from Going the Way of All Frills" (Carl Bereiter). The unifying theme in these reports is a belief that thinking skills should not be taught in isolation, but rather integrated across the curriculum. (CLA)

ED 327 995 EC 233 206

Self Determination National Conference (Arlington, Virginia, January 9-10, 1989).
Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota Univ., Minneapolis. Research and Training Center on Community Living.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Adults; *Advocacy; *Disabilities; Government Role; Interpersonal Relationship; Personal Autonomy; Program Development; *Public Policy; *Self Determination
IDENTIFIERS- *Self Advocacy

Twenty-nine recommendations were compiled from ideas generated by participants at the National Conference on Self- Determination, which was called by the United States Office of Special Education and Rehabilitative Services, with over half the participants having disabilities of some kind. The participants came with different perspectives, but they shared the experiences of being kept on the margins of society, being treated as if they were not whole people, and having choices made for them. The 29 recommendations focus on the government's role, the need for self-determination as an element of public policy, improving relations between disabled and nondisabled individuals, and developing model self-determination programs. Keynote addresses are reprinted, including "Self-Determination" by Nancy Ward, "Creating a New World of Opportunity" by Robert Williams, "Self-Determination at the Community Level" by Frank Bowe, and "Self-Determination: Influencing Public Policy" by Gunnar Dybwad. Includes 10 references. (JDD)

ED 328 011 EC 233 224

Pawl, Jeree, Ed.; And Others
Infants and Toddlers .
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Dec 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Caregivers; *Child Development; Classroom Environment; Concept Formation; *Disabilities; *Early Intervention; Infants; Personal Space; Self Concept; Spatial Ability; Stimulation; Toddlers

This newsletter theme issue contains four articles which focus on the development of normal and handicapped infants in various settings. "The Baby's World," by Lois Barclay Murphy and Colleen T. Small, emphasizes experiences of sensation and discovery in the first three years of life, noting the role of caregivers and the cultural context. "The Developmentally Designed Group Care Setting: A Supportive Environment for Infants, Toddlers and Caregivers," by Louis Torelli, offers principles and illustrations of appropriate classroom physical environment arrangements. The third article, "Infant Stimulation: The Pros and Cons in Historical Perspective," by Anneliese F. Korner, discusses how early stimulation can broaden and enrich development and facilitate newly emerging developmental acquisitions. Finally, "The Development of Place Identity in the Child," by Harold M. Proshansky and Nina M. Gottlieb, examines the physical world socialization of the child as a sub-structure of his self-identity. (DB)

Bowd, Alan D.
Alternative Models for Integration of Exceptional Students: Administrative and Research Implications.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Canadian Society for Study of Education (Victoria, Canada, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Disabilities; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Models; Peer Relationship; *Social Integration; Special Classes; *Student Placement
IDENTIFIERS- *Canada

The paper distinguishes American and Canadian applications of the terms "mainstreaming" and "integration" in relation to placement of exceptional children in settings which foster interaction between them and their non-handicapped peers such as regular classes in neighborhood schools. The two terms are seen to represent distinctive social constructs embedded in the cultural traditions of each country. Differing cultural contexts are examined in terms of either the "mainstream-minority" model which assumes the desirability of assimilation into the "mainstream" or the "group-integration" model which assumes a more complex configuration in which groups maintain their integrity within the larger society. Noted is the social integration model's goal of complete integration with no special classes. Stressed is the two-way process inherent in integration in which both group members (e.g., the disabled) and other group members (e.g., the non-disabled) change toward mutual adaptation. Administrative implications of the social integration model are discussed in terms of actual services provided in various Canadian provinces. Finally, Canadian research based on the integration model stressing mutual influence, learning, and adjustment in both groups is encouraged. Includes 46 references. (DB)

ED 327 665 CE 056 678

Murphy, John D.; And Others
Outcomes Assessment: Responding to Societal and Economic Challenges through Adult Higher Education.
PUB DATE- 2 Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Adult Education; Adult Learning; *Adult Students; *College Outcomes Assessment; College Programs; Educational Research; Formative Evaluation; Higher Education; *Institutional Evaluation; Institutional Research; Instructional Effectiveness; Program Implementation; School Effectiveness; Student Development; Summative Evaluation
IDENTIFIERS- *University of Phoenix AZ

Despite the fact that students over age 25 will soon comprise the majority in higher education, programming and resource allocation at many universities remain inadequate to meet adult needs. Institutions have also failed to invest in adult education research. At the same time, pressures for objective assessment of student learning in higher education are increasing. Faced by these challenges, the University of Phoenix has developed a comprehensive outcomes and impact assessment program to assess the effects of a university education on students, particularly adult students. Process assessments are conducted using the Academic Quality Management System, a family of instruments and measures designed to monitor the student's day-to-day activities in the educational environment. Components include the student and faculty end-of-course surveys; student comment analysis system; grading practices analyses; registration survey; graduation survey; and comments to the chair. The second part of the program, the Adult Learning Outcomes Assessment project, is an interdependent group of measures to assess the extent to which the institution is accomplishing its fundamental mission and purposes. Components are the comprehensive cognitive assessment; affective impact assessment; alumni impact survey/interview; faculty impact survey; employer impact survey/interview; capstone research project assessment; and qualitative case studies. The findings of these assessment activities are built into regular institutional reporting systems, and administrative and academic managers are held accountable for their assessment profiles. The University of Phoenix program serves as a precedent for other institutions in the evolution of assessment into a condition for conducting the business of higher education. (YLB)

ED 327 680 CE 056 715

Unemployment Insurance. Maintaining the Foundation of Economic Security.
International Association of Personnel in Employment Security, Frankfort, KY.
PUB DATE- 85
NOTE- 90p.; For other issues of this journal, see CE 056 716-720.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Adults; Employment Practices; *Employment Programs; *Employment Services; Futures (of Society); Government Role; *Job Training; Labor Market; Labor Needs; Policy Formation; Program Implementation; State Government; *State Programs; *Unemployment; *Unemployment Insurance; Workers Compensation
IDENTIFIERS- Employment Security

This issue of an annual journal contains 18 essays on unemployment insurance (UI) and employment and training programs. Part 1, "Historical Perspective," contains the following papers: "Reflections on Wisconsin and Unemployment Insurance" (Wilbur J. Cohen); "Outstanding Ideas Form UI's Foundation" (Richard Wagner); "One State's Experience: 1939" (Joseph Bildy); "Technology and the UI System" (Charlie Ballard); and "Unemployment Insurance: The System" (William U. Norwood, Jr.). In part 2, "Financing the System--Benefits and Administration," the following papers are found: "Fifty Years of State Financial Responsibility" (Joseph M. Becker); "Monetary, Nonmonetary and Benefit Formulae" (Gerry Gilmore); "The Financing Foundation of UI" (James W. Jackson); and "Financing the Administration of the UI Program" (Gerald E. Dunn, Kathleen Griffin). Part 3 "Operating the System and Economic Impact," contains the following papers: "Interstate UI through Internet" (Jane Lowry Waid); "Computerization" (Jim Coate); "Labor Market Information and UI Operations" (Steve Goodman); "The Employment Service-Unemployment Insurance Relationship" (Charles H. Davis); "UI's Effect on the Local Economy" (W. E. Parsons); and "A Divergent Paradox" (John Stine). The final part, "The Future," contains three papers: "Alternative Uses of UI Benefits" (Garth L. Mangum, Stephen L. Mangum); "Incentives, Productivity Keys to Future" (Clinton E. Petty); and "Future Directions and Changes in the UI System" (James A. Ware). (KC)

ED 327 693   CE 056 745

Industrial Automation Mechanic Model Curriculum Project. Final Report.
Toledo Public Schools, Ohio.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 453p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Behavioral Objectives; Competency Based Education; Cooperative Programs; Curriculum Development; Demonstration Programs; *Fluid Mechanics; High Schools; Industrial Education; Instructional Materials; Learning Activities; Learning Modules; *Machine Tools; Manufacturing; Material Development; Mechanical Equipment; *Mechanics (Process); *Metal Working; Welding
IDENTIFIERS- Partnerships in Education

This document describes a demonstration program that developed secondary level competency-based instructional materials for industrial automation mechanics. Program activities included task list compilation, instructional materials research, learning activity packet (LAP) development, construction of lab elements, system implementation, certification test development and piloting, replication, and third-party evaluation. Following the seven-page final report, appendix I contains these materials: junior course outline and task list; senior course outline; staff information; floor plan and equipment list; and evaluation report. Appendix II contains key segments of the LAPs developed, which consist of lab activities, instructional aids, and support materials developed for the task list. Tasks are divided into these content areas: fluid power (tube line fabrication, pneumatics, hydraulic pumps, hydraulic valves, actuators, hydraulic circuits); mechanical power (bearings, clutches and brakes, couplings, fasteners, gears, v-belts and chains); machining (bench metals, lathe, vertical mill, horizontal mill, surface grinding, broaching); and metal fabrication (sheet metal, welding, oxyacetylene welding, shield metal arc welding, metal inert gas welding, tungsten inert gas welding). Each content area consists of 17 to 55 LAPs. Components of each LAP include performance objective, tasks, references, time range, and handouts. (YLB)

ED 327 739 CE 057 135

Splete, Howard; Stewart, Amy

Competency-Based Career Development Strategies and the National Career Development Guidelines. Information Series No. 345.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 113p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Education; Career Choice; *Career Development; *Career Exploration; *Career Planning; Community Colleges; *Competency Based Education; Corporate Education; Decision Making; Educational Strategies; Elementary Education; Higher Education; High Schools; Job Search Methods; Junior High Schools; Learning Activities; Middle Schools; Public Agencies; *Self Concept; Two Year Colleges

This monograph provides an overview of the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee and presents competency-based career development strategies related to the National Guidelines. The strategies were identified through an analysis of career development abstracts included in the ERIC database between 1980 and 1990. The abstracts were reviewed as they relate to the National Guidelines areas and competencies for seven levels: elementary school, middle/junior high school, high school, and the adult settings of two-year community college, four-year college and university, business/industry, and community agency. A total of 631 abstracts were coded for level/setting, facilitator (teacher, school counselor, community agency staff, business/industry staff, parents), delivery mode (large group, small group, individual assistance, computer/media-based instruction, other), and 1 or more of the 12 competencies in the 3 National Guidelines areas (self-knowledge, educational/occupational exploration, career planning). Frequency distributions of reviewed abstracts, comments, recommendations, and sample career development activities or resources are provided at each level. General recommendations for increased emphasis on specific competencies and areas at different levels are made. The document includes 34 references and matrices listing the abstracts reviewed by ERIC number, indicating the guidelines areas, competencies, facilitators, and delivery modes covered by the ERIC documents. (SK)

ED 327 754 CG 023 058

Gabriel, Roy M.; Brinkerhoff, Charles

Developing a Community Profile: A Handbook for Using Pre-existing Data in Prevention Planning.

Western Center for Drug-Free Schools and Communities.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 89

NOTE- 39p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Alcohol Abuse; Case Studies; Community Action; Community Coordination; Community Involvement; Community Planning; *Community Surveys; Data Analysis; Data Collection; *Drug Abuse; Evaluation Methods; Local Issues; *Prevention; *Profiles; Self Evaluation (Groups); *Substance Abuse

IDENTIFIERS- **Oregon (Portland)*

Abuse of alcohol and other drugs causes a variety of problems in a community. Accordingly, this is a manual for use by groups of citizens working to build a broadly based community alcohol and drug abuse prevention program. It includes both a systematic framework which a coalition can apply to its community, and a detailed case study of one community group's success with an indicator data approach to assessing the community effects of drug and alcohol abuse. Part 1 asserts the need to assemble a community profile, and to clearly articulate the purpose for the data gathering activity. Part 2 presents the steps in assembling a package of community indicators, each accompanied by an illustration from the Regional Drug Initiative in Portland, Oregon. The steps are as follows: (1) brainstorming a list of possible indicators; (2) rounding out the field to fill in additional possibilities according to a table of indicator categories; (3) finding available data; (4) screening indicators according to availability; (5) looking for regional and national comparisons; (6) reconsidering the list; (7) identifying the best indicators; and (8) choosing the best approximations. Finally, part 3 suggests guidelines for using and disseminating the resulting community indicators. A list of further reading about community coalitions in alcohol and drug abuse prevention is appended, along with an illustrative example of disaggregating profile data. (TE)

ED 327 770 CG 023 074

Erchul, William P.; Scott, Susan Smith
In Search of the Elusive "Hobbit": A Family Intervention Case with a Psychoeducational Focus.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- *Counseling Theories; *Educational Diagnosis; *Family Counseling; High Schools; Homework; Parent Student Relationship; *Psychoeducational Methods; *Study Habits; *Time Management; Writing Assignments

This case study concerns an attempt to help a 15-year-old with the completion of written assignments and the development of time management and study skills. The document first presents the problem of the girl, Lisa, who could not complete longer written assignments due to an obsessive-compulsive anxiety disorder. The relevant history to the case is then examined in detail, and intervention strategies and results are described for family, parent-collateral, and client sessions over 16 weeks. The changes in the client during each week are described in conjunction with a writing assignment--a short story to serve as an introduction to J. R. Tolkien's "The Hobbit." The report concludes with a discussion of the successes, failures, lessons learned and changes that need to be implemented in the next program. A table that describes the Mother and Daughter Priority Rankings of Daughter's Activies is attached. (TE)

ED 327 786 CG 023 090

Christenberry, Nola J.; Jones, Craig H.
Impact of Faculty Supervisors on Counseling Trainees' Attitudes toward Social Influence Strategies.
PUB DATE- 14 Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; *Counselor Educators; Counselor Evaluation; Counselors; *Counselor Training; Higher Education; Power Structure; *Practicum Supervision; *Supervisors; *Teacher Attitudes; Teacher Student Relationship

Counselors should be able to increase their effectiveness by appropriate use of social influence strategies; learning to use power bases is a critical need of counselor trainees. One way they can learn to use power bases is by modeling their supervisors in counseling practica. In this study, the effects of faculty supervisors' attitudes on counseling trainees' attitudes toward power bases were examined. Supervisors' and trainees' attitudes were measured using a questionnaire developed by Robyak (1981) for assessing referent, legitimate, and expert power base preferences. During a one-semester counseling practicum, pre/post measures of preference strength were obtained from 50 trainees in 8 supervisory groups. Analysis of variance procedures yielded no significant differences between repeated measures or between groups. Observed trends consistent with desirable use of power bases indicated that trainees were not unduly influenced by their supervisors' preferences. Implications of these results for counselor training programs are discussed, and references are included. (Author/TE)

ED 327 817 CS 010 372

Understanding Reading: What Do I Do on Monday? Reading Comprehension Workshop Leader's Guide.
Advanced Technology, Inc., Indianapolis, IN.
PUB DATE- 88
NOTE- 192p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Education; *Inservice Teacher Education; Leaders Guides; Leadership Training; *Reading Comprehension; Reading Instruction; Reading Processes; *Reading Strategies; *Workshops
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This Workshop Leader's Guide is designed to assist Technical Assistance Center staff members and other inservice providers in conducting successful workshops on reading comprehension for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a one-hour workshop. The first section of the guide includes an introduction, a detailed checklist for materials and equipment needed to conduct the workshop, an advance planner, and the detailed instructions for presenting the workshop. The second and third sections of the guide contain the blackline masters for the participant handouts and overhead transparencies referred to in the workshop outline (including an ERIC Digest on "Dialogue Journal." (RS)

(RS)

ED 327 832 CS 010 389

Shaver, Judy C.; Wise, Beth S.
Literacy: The Impact of Technology on Early Reading.
PUB DATE- Dec 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; Early Intervention; Grade 1; *Instructional Effectiveness; Kindergarten; *Microcomputers; Primary Education; Program Descriptions; *Program Effectiveness; *Whole Language Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Louisiana; *Writing to Read Program

In reflecting on an overview of research on microcomputers in the public schools, a researcher found that early programs were largely based on a programmed instruction model. Computers were primarily used to provide for simple repetition of low-level decoding tasks. The emphasis of whole language literacy is in direct contrast to this approach. Rather than teaching the various aspects of communication as separate entities, whole language focuses on the integration of the communication skills of listening, speaking, writing, and reading. The computer can be a valuable tool for helping to immerse children in an environment in which print is filled with meaning. A computer-based program, "Writing to Read," was developed by IBM to enhance writing and reading skills of kindergarten and first grade students by increasing students' understanding of sounds, words, and sentence structure. Based on the success nationally of the "Writing to Read" program, 20 "Writing to Read" programs funded by state grants in Louisiana were evaluated to determine their effectiveness. Results revealed similar statistics to those found nationally: (1) increased gain scores on word recognition and vocabulary; (2) improved writing samples; (3) increased ability to remain on task; (4) greater self-confidence; (5) fewer retentions; and (6) enthusiastic support from teachers and parents. An IBM "Writing to Read" lab was installed in a local Chapter 1 school in a low socioeconomic area. Results after the first full year of operation are similar to results achieved state-wide. (Three tables of data are included.) (RS)

ED 327 848 CS 212 603

Kissen, Rita M.

My Cousin the Arab.

PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Arabs; *Childrens Literature; *Cultural Differences; *Cultural Images; Elementary Secondary Education; *Ethnic Stereotypes; Foreign Countries; Jews; *Novels
IDENTIFIERS- Israel; Middle East; Palestine

During the past 40 years, several generations of American children have grown up with the Nation of Israel as a historical reality. Whether Jewish or Gentile, juvenile readers have absorbed a version of the story that recapitulates in modern dress the biblical story of the children of Hagar and Sarah, reinforced by American attitudes toward people of color and non-western cultures. Because children are strongly affected by what they read and hear, an examination of the image of the Arab in American children's fiction may illuminate attitudes which have prevented American Jews and non-Jews from seeing Palestinians as human beings. The image of Arabs as brutal terrorists pervades even those children's books that depict friendships between Arab and Israeli children. In many of these novels, the apparent contradiction between images of Arabs as both potential friends and potential enemies is resolved, or skirted, by means of the distinction made between local villagers who have made peace with Israeli settlers and Arabs from over the border who make trouble. Beneath the often facile pleas for peace are the same assumptions that have blocked Arab-Israeli reconciliation for over 40 years: the assumption that the Israeli enterprise is the only one that matters in the Middle East, and that those Arabs who do not support it wholeheartedly are terrorists, monsters, or worse. (Eighteen references are attached.) (RS)

ED 327 865 CS 212 634

Cianciolo, Patricia J.; Van Camp, Mary Ellen

The Analysis of Commonly Used Literature Curriculum Materials. Elementary Subjects.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- *Office of Educational Research and Improvement (ED), Washington, DC.*
PUB DATE- Jan 91
NOTE- 109p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Course Content; Critical Reading; *Curriculum Development; Curriculum Evaluation; Curriculum Research; Elementary Education; *Elementary School Curriculum; English Curriculum; Literary Criticism; *Literature Appreciation; Reading Materials
IDENTIFIERS- Aesthetic Reading

This paper reports findings from a detailed critical analysis of commonly used curriculum materials and assessment devices for the study of literature in kindergarten through sixth grade. The paper provides descriptive information and suggestions for improved design and use of curricula available to classroom teachers, especially with respect to the usefulness and appropriateness of those materials for teaching literature for understanding and use of knowledge. Although descriptive information is provided about the teaching and learning of a number of approaches to literature, the focus of the paper is on information pertaining to how the teaching of the critical/aesthetic response to literature was addressed in the curriculum materials that were analyzed. The instrument appended to the paper guided this analysis and was designed to be used across subject areas. The instrument consists of three major categories of questions about the content in the literature curriculum: selection, organization and sequencing, and explication. (Author/KEH)

ED 327 880 CS 506 722

Marra, James L.
Idea Generation Techniques: Quantities and Ad Ideas in Minimum Time.
PUB DATE- Aug 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Attached material may not reproduce clearly. For a related document, see ED 283 156.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Class Activities; *Creative Development; *Creativity; Higher Education; Teaching Methods
IDENTIFIERS- Advertisements; Advertising Effectiveness; *Idea Generation

One of the major problems in advertising courses is that students are expected to generate original, exciting advertising ideas, but often are not taught how to go about the process. Idea generation techniques can help students generate quantities of creative ideas more quickly and fluently. By looking at ads and recreating the workings of the creative minds behind them, ways in which ideas are produced can be highlighted. The beginning of idea generation is a matter of isolating themes as they are derived from features, selling points, and benefits. If a theme is the "matter" of an ad, an idea is the "manner" of the ad. An idea bank, consisting of layout pages where seeds of ideas are sketched and including a grid logging key features, selling points and benefits, is a means of keeping track of one's creative consciousness. Idea generation techniques include: (1) associations (again based on features, selling points, and benefits); (2) opposites, including list opposites, media opposites, expectation opposites, and competition opposites; (3) verbal plays, including onomatopoeia, rhyme, alliteration, and multiple meanings; and (4) clocks and calendars (referring to time, seasons, etc.). (Thirteen photocopies of ads illustrating the techniques discussed are attached.) (SR)

ED 327 913 EA 022 417

Earthman, Glen I.
A Regional On-Site Administrator Preparation Program.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the International Intervisitation Programme, "Towards 2000--Preparing Educational Managers," (Manchester, England, April 22-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Certification; *College School Cooperation; Degree Requirements; *Educational Certificates; Elementary Secondary Education; Graduate Study; Higher Education; *Internship Programs; Management Development; *Principals; Professional Education; Program Guides
IDENTIFIERS- *Virginia

A restructured administrator preparation program, the Regional Principal Preparation Program, is described in this report. The program is characterized by university/school cooperation, onsite delivery, job-relevant curriculum, full-time internships, mentorships, adequate candidate assessment, individualized educational programming, and followup support. Program evaluation is forthcoming. (LMI)

ED 328 027 EC 233 241

The Status of Handicapped Children in Head Start Program. Fifteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Children with Disabilities in the Head Start Program.
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 89
NOTE- 47p.; For the Fourteenth Annual Report, see ED 297 559.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Diagnosis; *Educational Practices; *Federal Programs; Human Services; *Incidence; Mainstreaming; Parent Education; *Preschool Children; Preschool Education; Therapy
IDENTIFIERS- *Project Head Start

This report discusses the status of children with disabilities mainstreamed into full-year Head Start programs in 1986-1987, based on the Program Information Report survey completed by each program. Nationally, children with disabilities totalled 65,276, comprising 12.7% of the Head Start enrollment. All programs reported serving at least one child with disabilities. Primary disabling conditions, from most to least frequent, were speech impairments, health impairments, learning disabilities, physical disabilities, mental retardation, serious emotional disturbances, hearing impairments, visual impairments, deafness, and blindness. Services provided by Head Start staff included individualized teaching, speech therapy and language stimulation, and transportation. Special services provided by other agencies included medical and psychological diagnosis, evaluation or testing, speech therapy and language stimulation, and medical treatment. Services provided to parents included counseling, referrals to other agencies, home visits, parent conferences, transportation, literature and special teaching equipment, workshops, medical assistance, and special classes. Appendices contain a summary of diagnostic criteria for reporting children with disabilities, a description of the Resource Access Project Network, and results of a survey on children with disabilities in Head Start by state. (JDD)

ED 328 058 FL 018 909

Johansen, Barry-Craig P.; And Others
Enhancing Teacher Performance in Spanish Elementary Classes. Volume One. Final Report.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
SPONS. AGENCY- *Department of Education, Washington, DC.*
PUB DATE- *90*
NOTE- *394p.; Volume Two "Translated Units," see FL 018 910.*
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - *Descriptive (Program/Project Descriptions) (141)*
DESCRIPTORS- Achievement Tests; Curriculum Development; Elementary Education; *Elementary School Curriculum; *FLES; *Immersion Programs; *Instructional Improvement; Language Arts; Language Teachers; Program Descriptions; Program Effectiveness; Science Instruction; Second Language Instruction; *Spanish; Surveys; *Teacher Effectiveness; Teaching Skills; Worksheets
IDENTIFIERS- *Content Area Teaching; Minnesota Public Schools MN

A two-year program, designed to improve the elementary school Spanish language partial immersion program in the Minneapolis Public Schools, is described. Program objectives included the improvement of teacher skills and satisfaction, preparation of instructional materials in science and language arts, enhancement of student learning and satisfaction, and long-range planning for program and curriculum development. Activities and accomplishments of the project's first year are described. Seven specific objectives and methods for measuring outcomes were established. Efforts focused on two distinct areas, team-building and language skills. Literature is reviewed in both areas and the specific project activities in the second year are described, including initial and final teacher attitude surveys, day-long workshops with follow-up sessions, development of individualized learning plans, teacher language practice sessions, curriculum development workshops, translation of instructional units, development of language skills in the upper elementary grades, and student achievement testing. Fifteen specific conclusions and 12 recommendations for improvement are offered. (MSE)

ED 327 711 CE 056 773

Engelbrecht, Nancy; And Others
Order of Operations. Fundamentals of Occupational Mathematics. Module 12.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 16p.; For related modules, see CE 056 762-772.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arithmetic; *Calculators; Community Colleges; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; Number Concepts; Numbers; Pacing; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Related Mathematics; *Order of Operations (Mathematics)

This module is the 12th in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include order of operations, grouping, and use of the calculator. (YLB)

ED 327 725 CE 056 815

Panckhurst, Fay; And Others
Dropout in Technician Engineering Courses. An Exploratory Study of Dropout from New Zealand Certificate in Engineering Courses.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 86
NOTE- 168p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Dropouts; *Dropout Prevention; Dropout Rate; *Dropout Research; Engineering; *Engineering Education; Enrollment Influences; Foreign Countries; Individual Characteristics; Postsecondary Education; Statistical Analysis
IDENTIFIERS- *New Zealand

This report describes student technicians who dropped out of postsecondary education courses before qualifying for the New Zealand Certificate of Engineering (NZCE). The exploratory study describes some of the characteristics and progress of the students who dropped out of NZCE studies and investigates the reasons for high dropout among students. The first part of the report focuses on student characteristics and progress as portrayed by records of 5,200 students who dropped out over an 8-year period in the 1970s. Student records contain potential influences on dropouts and student characteristics. This information includes entry qualifications, exemptions, length of study, mode of study, course options, and student registration. The second part of the report presents the more detailed information obtained directly from 267 former students who were followed up in 1981 and 1982. A questionnaire was used to obtain information on the work and study experiences of the students. Case studies of four dropouts are presented. The report concludes with a discussion of the issues that should be considered in planning a more comprehensive study of dropouts. The report includes 26 tables, 12 figures, an appendix listing jobs held while studying, the study questionnaire, and 26 references. (NLA)

ED 327 897   CS 507 376

Cronin, Michael W.

The Nature and Treatment of Speech Fright.

PUB DATE- Oct 86
NOTE- 40p.; Paper presented at the International Professional Communication Conference (Charlotte, NC, October 1986).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Audience Awareness; *Communication Apprehension; Communication Problems; *Communication Skills; Organizational Communication; *Public Speaking; Shyness; Stress Management
IDENTIFIERS- Communication Behavior; *Communication Strategies

This paper reviews the literature on speech fright in the workplace and examines its symptoms, effects, and causes. The paper also identifies various methods of treatment that have proven effective when adapted to individual and situational factors responsible for anxiety. The paper lists seven specific treatments directed toward improving public speaking skills: (1) utilize effective physical action while speaking; (2) be more audience-centered and less self-centered; (3) prepare thoroughly for public speeches; (4) seek constructive speaking opportunities; (5) choose a good topic; (6) understand the principles of public speaking; and (7) avoid going over a speech immediately before speaking. The paper also enumerates the following strategies tc reduce anxiety unrelated to skills deficiencies: realize that some speech fright is normal; seek "friendly faces" in the audience; do not expect perfection in speaking; use objectification to reduce speech fright; understand that speech fright is more evident to the speaker than it is to the audience; employ cognitive modification; and employ systematic desentization. Attached are 20 references as well as an appendix that rates books and "cures" devoted specifically to speech fright. (KEH)

ED 327 963   EA 022 627

Donaldson, Gordon A., Jr.

Teacher Selection and Induction. Instructional Leadership Series.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- 90
NOTE- 26p.; Series developed by the Committee of Professors of Secondary School Administration and Supervision (PSSAS).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Education; Administrator Role; Elementary Secondary Education; *Instructional Leadership; Principals; Public Education; Teacher Administrator Relationship; *Teacher Orientation; Teacher Recruitment; *Teacher Selection
IDENTIFIERS- National Association Secondary School Principals

Strategies for preparing principals to participate in teacher selection and induction are offered in this guidebook for administrator education faculty. Three general areas are discussed: (1) reasons for principal involvement in teacher selection a[illegible] orientation; (2) development of an effective selection process; and (3) structuring an induction process. Activity suggestions and a principal's teacher induction timeline are included. (30 references) (LMI)

ED 327 634 CE 055 506

Workplace Literacy Partnerships Program. Final Performance Report.
New Jersey State Dept. of Education, Trenton. Div. of Adult Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Business Responsibility; Economic Development; Educational Planning; Education Work Relationship; *Literacy Education; Outcomes of Education; *Program Effectiveness; Program Implementation; *School Business Relationship; State Programs; Statewide Planning
IDENTIFIERS- *New Jersey; *Workplace Literacy

The New Jersey Workplace Literacy Partnerships Program was conducted from February 1989 to May 1990. The project was funded by the New Jersey Department of Education, with a 30-percent cash match from District 65 of the United Auto Workers, the Standardbred Breeders and Owners Association, and the New Jersey Thoroughbred Horsemen's Benevolent Association. The project accomplished its original goals. In addition, each of the partners was satisfied with the program and willing to continue. Some of the accomplishments of the program were the following: (1) the project implemented six workplace education assistance centers that provide adult basic education and English-as-a-Second-Language instruction; (2) 1,514 employees from 34 companies were served; (3) customized workplace literacy programs were provided to more than 1,000 employees of specially targeted businesses where literacy needs were identified as barriers to productivity; and (4) a statewide process for planning and developing new workplace literacy programs was established. (Checklists and curriculum used in the project and statistical tables are included as appendixes to this report.) (KC)

Bhola, H. S.

Adult Literacy and Adult Education in the Socialist Modernization of China: Policy, Performance, Lessons.

PUB DATE- 19 Oct 90
NOTE- 17p.; Paper presented at the International Literacy Year Colloquium: Literacy--The Foundation for Development, organized by the Summer Institute of Linguistics and ERIC/Center for Applied Linguistics (Washington, DC, October 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developing Nations; Educational Needs; *Educational Philosophy; *Educational Practices; Foreign Countries; *Literacy Education; Minority Groups; Modernization; *Program Implementation; Rural Education; Social Change; Womens Education
IDENTIFIERS- *China

Accounts differ as to the state of adult literacy education in China. One scholar says that programs are contracting severely, whereas Chinese officials contend that programs are operating with more students and more efficiency. A true picture of literacy education in China depends on research and statistics that are being gathered. The overall tone of this emerging picture is optimistic. China today is conducting the world's largest and most promising experiment in using adult education for social change. However, some problems surface; for example, national aspirations for literacy promotion are now focusing only on the age group 15-40 and thereby making the illiteracy problem shrink to one-third its size. Lessons that can be learned from the Chinese experience include the following: (1) political commitment to social reform and adult education is necessary; (2) it is possible to bring development to rural areas concurrently with urban areas; (3) policy should be disseminated among the people by catchy slogans and phrases; (4) adult education should be institutionalized; (5) culture is likely to be neglected in societies in which economic deprivations are most acutely felt; and (6) special efforts are needed to bring literacy education to women and minorities. (KC)

ED 327 771 CG 023 075

Good, Glenn E.; And Others

Gender Aware Therapy: Implications for Therapists and Male Clients.

PUB DATE- 13 Aug 90
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Counseling Theories; Counselor Client Relationship; Counselor Role; Emotional Adjustment; Females; *Feminism; *Males; *Psychotherapy; *Sex Differences; Sex Role; *Sexual Identity
IDENTIFIERS- *Gender Aware Therapy

Gender Aware Therapy (GAT) has developed in recent years to synthesize feminist theory and knowledge about gender into principles of therapy equally applicable to both men and women. This paper briefly examines the roots of Gender Aware Therapy and describes its principles: (1) conceptions of gender are seen as integral aspects of psychotherapy and mental health; (2) personal problems are considered within their societal context; (3) the therapy actively seeks to change gender injustices experienced by women and men; (4) it emphasizes development of collaborative therapeutic relationships; and (5) it respects clients' freedom to choose views, behaviors, and feelings which are most congruent for them. Psychological concerns specific to male clients for which conceptions of gender may be especially salient are then discussed, and implications of conducting therapy from a gender aware perspective are explored. Finally, some cautions regarding therapy from a perspective of heightened gender awareness are discussed. Twenty-seven references are included. (TE)

ED 327 787 CG 023 091

Smith, Gregory C.; Tobin, Sheldon S.

How Case Managers Perceive Older Parents as Caregivers of Developmentally Disabled Adult Offsprings.

PUB DATE- Nov 89

NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (42nd, Minneapolis, MN, November 17-20, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Children; Caseworkers; *Counselor Client Relationship; Dependents; *Developmental Disabilities; *Frail Elderly; Helping Relationship; Interviews; Long Term Care; *Mental Retardation; *Older Adults; Parent Child Relationship; Parent Counseling; Social Services

Developmentally disabled adults who are cared for at home by their older parents present a challenge because community-based social and health services are required to meet the needs of both the aging parents and the offspring. In this study, 11 local case managers were interviewed in depth, for 2 hours, about their work with parents of developmentally disabled adults. Findings from this pilot study affirmed parents' resistance to planning for permanency despite increased frailties. Augmenting resistance and impeding assistance is a scarcity of residential options. Like the parents, workers were ambivalent about disrupting interdependence. They wished to provide help with future plans before crises occur, and also to keep aging families together for as long as possible by arranging needed services. Workers remarked that parents were intimidated by their youth and professional status, and that they feared them as threatening separation. Also reported was frustration over the mandate not to treat parents as clients, as well as excessive caseloads prohibiting more interaction with older families. Workers desired, instead, to assist parents when they first encountered age-related losses, and to learn more about aging services. Results of this pilot investigation suggest that geriatric specialists are needed to serve both aging developmentally disabled clients and their elderly caregivers. Sixteen references are included. (TE)

ED 327 803 CG 023 107

Bihm, Elson M.; And Others
Effects of Aversive Versus Positive Behavioral Treatment, Treatment Setting, and Client IQ on Person Perception.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; *Attribution Theory; *Behavior Modification; College Students; Higher Education; Institutionalized Persons; Intelligence Quotient; *Labeling (of Persons); *Mental Retardation; *Place of Residence

This study explored the effects of type of behavioral treatment and living environment on college students' (N=216) person-perceptions and causal attributions of deviant behaviors of a 17-year-old with mental retardation or normal intelligence. The results suggested that positive behavioral approaches and normalized community settings, at least as described in this study, were deemed more acceptable to the students, who also believed the positive treatments would be more likely to work. Positive behavioral treatments and normalized community settings were associated with greater perceptions of person-competency and future progress. Similar positive evaluations of competencies and expectations for progress were made for clients labeled as having normal intelligence. An analysis of causal attributions suggested that the causes of deviant behaviors of persons in institutional settings were seen as more controllable by the client, while the label of mental retardation was associated with causes perceived as less controllable, more stable, and less the result of others. (The clinical implications for the social validity of behavioral treatments, environmental settings, and handicapping labels, as well as the organization of person-beliefs and the causal-structure of these beliefs, are discussed.) (Author)

ED 327 818 CS 010 373

Reading Recovery 1984-1989. No. 4.
Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- Dec 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Beginning Reading; Early Intervention; High Risk Students; Literature Reviews; Primary Education; Program Effectiveness; Program Evaluation; *Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Research
IDENTIFIERS- *Reading Recovery Projects

This research report documents the development of the Reading Recovery Program in the United States from its inception in 1984. The report provides summaries of the various empirical studies that have been conducted. The report concludes that: (1) evidence from the first years of implementation indicates that Reading Recovery has had positive outcomes for children initially determined to be at risk for failure in reading; (2) children retain their gains and continue to make progress at least 3 years after the intervention; (3) classroom teachers and parents have responded positively to the programs; and (4) Reading Recovery Teachers have reported growth in knowledge and in skill in teaching reading. (RS)

ED 327 914 EA 022 517

Kolderie, Ted

Beyond Choice to New Public Schools: Withdrawing the Exclusive Franchise in Public Education. Policy Report No. 8.

Progressive Policy Inst., Washington, DC.

PUB DATE- Nov 90

NOTE- 26p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Governance; *Nontraditional Education; Public Schools; *School Choice; School District Autonomy; School Districts; School Restructuring

A strategy for revitalizing public education by stimulating the creation of new public schools is proposed in this report. The proposed system goes beyond school choice and is based on the withdrawal of local districts' exclusive franchise to own and operate public schools. The proposal is based on the premise that the state must provide both "choice" and "choices"--granting choice of school as well as providing alternatives to public schools. The new system for chartering schools would allow enterprising people to open innovative schools under contract to a public agency. Also examined is the notion of "divestiture," or allowing districts to relinquish operation of public schools while retaining a broad policy-setting role. This proposal for fundamental educational reform is based on the following assumptions: (1) school restructuring has limited potential; (2) school districts' monopoly on public education is the heart of the problem; (3) the states are critical actors in revitalizing education; and (4) a competitive school system requires a variety of agencies that are free to charter new schools. The final section offers 11 guideposts for creating a competitive but publicly controlled and service-oriented public school system. (LMI)

ED 327 931 EA 022 576

Tinzmann, Margaret Banker; And Others
The Collaborative Classroom: Reconnecting Teachers and Learners. Video Conference 3. Restructuring To Promote Learning in America's Schools. A Guidebook.
North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 78p.; For other guidebooks in this nine-volume series, see EA 022 574-582.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Instructional Improvement; Interactive Video; Professional Development; *School Restructuring; Shared Resources and Services; Student Role; Teacher Role; Teacher Student Relationship; Teaching Methods; *Teleconferencing

The extension of the new thinking curriculum into the classroom suggests that the redefinition of learning requires a collaborative classroom. Provided in this third guidebook in a series of nine video conferences is an elaboration on the definition of classroom collaboration, a description of classroom characteristics and student and teacheer roles, a summary of relevant research, a discussion of issues related to instructional innovation, and a presentation of examples of collaborative teaching methods. Characteristics of a collaborative classroom include shared knowledge and authority among teachers and students, teachers as mediators, and heterogenous student groupings. Also included are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting teleconference topics, information about other video conferences in the series and computer forums, course credit information, a list of supplementary materials, 58 references and 3 video sources, and a list of 9 regional resources. Presenters' biographical information is given. (LMI)

ED 327 947 EA 022 604

Fyans, Leslie J., Jr.; Maehr, Martin L.
"School Culture," Student Ethnicity, and Motivation. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Cultural Background; *Educational Environment; Elementary Secondary Education; *Individual Differences; *Minority Groups; Public Education; School Effectiveness; *Student Motivation
IDENTIFIERS- *Illinois; *School Culture

Recent research has indicated that a learning setting's "psychological environment" can make a difference in student achievement and motivation. This has been found to be true in the case of smaller learning settings, such as the classroom. Recently, research on school culture has suggested that schools do indeed differ in the kind of learning environment they provide. The present paper advances this research one step further. An extensive study of school achievement (in conjunction with a statewide assessment program) involving over 16,000 students in 820 Illinois schools was conducted. Primary variables considered in this report are the school's psychological environment or "culture," student ethnic background, and motivation. Results showed that school culture was more important for minority than white students, so far as facilitating motivation was concerned, and that one school environment may not fit all equally well. Whereas a stress on accomplishment is likely to be important to Whites, Asian students seem especially susceptible to isolation and could benefit from a collegial school environment. If these results are valid, educators are faced with the problem of creating different school cultures within the same general school context. More research is needed on school culture influences. (21 references) (Author/MLH)

ED 327 981 EA 022 669

Weir, Carole
A Tale of Two Appraisal Systems: Texas and North Carolina.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Performance Factors; *Personnel Evaluation; Public Education; School Effectiveness; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *North Carolina; *Texas

Texas and North Carolina have exhibited strong levels of commitment to define and enforce standards of competent performance in the teaching profession. To make up for a prior lack of definition of what constitutes teacher effectiveness, both states have developed similar systems of teacher appraisal. In North Carolina, the Teacher Performance Appraisal System (TPAS) includes 38 teaching practices grouped in eight functions. Teacher competence is measured at the level of the function, not its practice. The basic tenet of TPAS is that practices may be manifested in different ways and many behaviors may demonstrate a single practice. The Texas Teacher Appraisal System (TTAS) is divided into five domains, 13 criteria, and 65 indicators. Both programs require direct observation of teachers for data collection and both provide for the training of appraisers and orientation of teachers. Two figures outlining the evaluation criteria of each program are included. (EJS)

Allen, William T.

Read My Lips: It's My Choice...

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.
PUB DATE- Oct 89
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Advocacy; Civil Liberties; Decision Making; Delivery Systems; *Developmental Disabilities; *Human Services; *Needs Assessment; *Personal Autonomy; Program Development; Program Evaluation; *Self Determination; Self Evaluation (Individuals)
IDENTIFIERS- *Choice Behavior; *Self Advocacy

This resource guide looks at five areas in which freedom of choice can be increased for people with developmental disabilities: assessing needs, planning for services, evaluating services, understanding the service system, and self-advocacy. Needs are assessed through home interviews, personal updates, neighborhood surveys, evaluation of likes and dislikes, and a strengths and needs survey. An Individual Program Planning (IPP) guide, an Individual Transition Planning guide, and Individual Supported Employment Planning guide are included to assist individuals with developmental disabilities to write their own service plans and discuss them at planning meetings. In order to evaluate consumer services, the guide includes a housing checklist, workplace checklist, staff evaluation, IPP checklist, and quality of life survey. To make the service system understandable, a consumer rights statement is provided, and information is offered on how to make by-laws, elections, and grievance procedures more easily comprehendible. Self-advocacy objectives are outlined and accompanied by a bibliography of eight resource materials. (14 references) (JDD)

ED 328 012 EC 233 225

Pawl, Jeree, Ed.; And Others
Infants in Day Care .
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Feb 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- At Risk Persons; Child Development; Co[illegible] Programs; Cooperation; *Day Care; *Disabilities; *Ea[illegible] Intervention; Family Day Care; Family Involvement; *Infants; Mainstreaming; Mental Health; Models; Program Development; *Toddlers; Volunteers

This newsletter theme issue looks at infant day care models including those emphasizing early intervention with special needs infants. The lead article, "Infants in Day Care: Reflections on Experiences, Expectations and Relationships," by Jeree H. Pawl, stresses the importance of understanding infants' and toddlers' capacities and needs in designing day care services. Three brief essays were adapted from a December, 1989 seminar and describe three distinct but related models for incorporating infant mental health insights and strategies into day care for young children. Titles and authors are: "Mental Health Consultation to Day Care Providers: The San Francisco Daycare Consultants Program" (Kadija Johnston); "Promoting and Safeguarding Early Relationships in Child Care: The Child Care Dallas Family Day Home System" (Sonya Bemporad); and "An Infant Mental Health Training Model for Day Care Professionals: The C. M. Hincks Institute National Day Care Training Project" (Elisabeth Muir and Elizabeth Tuters). Remaining articles include: "Models of Integration Through Early Intervention/Child Care Collaborations" (Mary Beth Bruder, Penny Deiner, and Sandy Sacns); "Outreach to Family Day Care: A National Volunteer Initiative" (Matia Finn-Stevenson and Pat Ward); "NICHD Infant Child-Care Network: The National Study of Young Children's Lives" (Sarah L. Friedman); and "Whole Babies, Parents and Pieces of Funds: Creating Comprehensive Programs for Infants and Toddlers" (Peggy Daly Pizzo). (DB)

ED 328 042 EC 300 007

Buchik, Nancy T.
Improving the Personal Fitness of Secondary Trainable Mentally Handicapped Students through Aerobic Exercise.
PUB DATE- Jul 90
NOTE- 61p.; M.S. Practicum Report, NOVA University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; *Moderate Mental Retardation; Needs Assessment; Physical Fitness; Program Development; Program Effectiveness; Secondary Education; Special Schools; *Student Attitudes

A program was developed to improve the physical fitness of 15 trainable mentally retarded students in a special school. Preliminary surveys of parents and teachers and observations of students indicated that the majority of students in the targeted group were physically unfit and exhibited poor attitudes about physical exercise. A daily walking/exercise program of 15 minutes was developed and implemented. Subjects walked for 3 days a week and exercised with an exercise record or video the other 2 days. Short and long term reinforcers based on walking mileage achieved were used to motivate the students. Evaluation indicated lowered resting heart rates in 73% of the targeted group, lowered exercise heart rate in 33% of the group, and increased distance walked in 15 minutes by 53% of the group. In addition, a survey of parents, teachers, and job coaches indicated an overall improvement in attitudes of the students toward exercise. Appendixes include the pre- and post-parental surveys with results, the parental consent letter, the results of resting and exercise heart rate tests, and distances walked. Includes 14 references.

ED 327 666   CE 056 679

Tucker, Robert W.; Murphy, John D.

Comprehensive Assessment of Learning Outcomes and Processes for Working Adult Students.

PUB DATE- 19 Oct 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Washington, DC, October 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Students; *College Outcomes Assessment; College Programs; Educational Assessment; Educational Research; Formative Evaluation; Higher Education; *Institutional Evaluation; *Institutional Mission; Institutional Research; *Instructional Effectiveness; Program Development; Program Implementation; School Effectiveness; Student Development; Summative Evaluation
IDENTIFIERS- *University of Phoenix AZ

The University of Phoenix has developed a comprehensive outcomes and impact assessment program to assess the effects of a university education on students, particularly adult students. The program is integrated with the existing process assessment systems. Process assessments, which the university refers to as the Academic Quality Management System, consist of a family of instruments and measures designed to monitor the student's day-to-day activities in the educational environment. Components include the student and faculty end-of-course surveys; student comment analysis system; grading practices analyses; registration survey; graduation survey; and comments to the chair. Information is most often used for formative purposes such as assessing quality and compliance, performing interim program diagnoses, and making small-scale resource allocation decisions. Outcomes assessments, referred to as the Adult Learning Outcomes Assessment project, consist of an interdependent family of measures to assess the extent to which the institution is accomplishing its fundamental mission and purposes. Components are the comprehensive cognitive assessment; affective impact assessment; alumni impact survey/interview; faculty impact survey; employer impact survey/interview; capstone research project assessment; and qualitative case studies. Information is most often used for summative purposes, including decisions about the efficacy of individual programs and delivery systems. Central to the success of the assessment program is the commitment of faculty and staff to using the information for the improvement of all aspects of the university's operation, especially what goes on in the classroom. (YLB)

ED 327 681 CE 056 716

Addressing Employer Services.
International Association of Personnel in Employment Security,
  Frankfort, KY.
PUB DATE- 86
NOTE- 118p.; For other issues of this journal, see CE 056 715-720.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Adult Education; Adults; Career Information Systems;
  *Delivery Systems; Demonstration Programs; Employers; *Employment
  Services; Federal Legislation; Labor Market; *Occupational
  Information; *Outreach Programs; Program Descriptions; Program
  Improvement; Staff Development; State Legislation; *State
  Programs; Unemployment; *Unemployment Insurance
IDENTIFIERS- *Employment Security

This volume of an annual journal contains 21 articles focusing on the many services that state Employment Security (ES) agencies are providing to improve outreach to employers who pay for the programs through the dedicated revenues of the Federal Unemployment Tax Act and state benefit taxes and to improve their own staff ability to deliver service. Three essays in Part I review the basics of the three programs that comprise the Employment Security System, namely, Unemployment Insurance (UI), Employment Service, and Labor Market Information, and suggest some prospects for future improvements and considerations. The essays are: ''Unemployment Insurance: The Fundamental Employers' Service'' (Sar Levitan, Isaac Shapiro); ''Business Needs and Employment Service Potential'' (William Kolberg, Peter Carlson); and ''A New Look at Employment Service Labor Market Penetration'' (Harold Kuptzin). The following 11 essays in Part II review programs that reach out to the employer community: ''The Tested Job Match--Validity Generalization'' (Jerry Pickett); ''North Carolina's No Fault, Money Back Referral Policy'' (J. B. Harris); ''Outreach Services to Employers'' (Linda Rutschmann); ''Employers' Unemployment Insurance Rights and Obligations'' (Pamela Gervais); ''Minnesota's Mass Recruiting Services'' (John Iverson, et al.); ''Colorado's Jobs Network Partnership'' (Dee Campbell); ''Washington's Training Network'' (Gary Gallwas); ''Marketing ES by Video'' (William Moulfair); ''Mississippi's New Hire and Job Refusal Card'' (Hoyte Hart); ''Oregon's Adult Exoffender Placement Program'' (Raymond Thorne, William Sager); and ''Oregon's Homeless Program'' (Raymond Thorne, William Sager). The seven essays in Part III review state Employment Security agency programs designed to improve staff effectiveness in delivering services; they are: ''Virginia's Employability Training Workshop'' (Dianne James); ''Job Seeking Skills Create Better Applicants'' (John Stine); ''Florida's Group Application Process'' (Linda Frazier); ''Oregon's Scanner Processing of Employers' UI Quarterly Reports'' (Joe Ann Gardner); ''A Computer Program as a Counseling Tool'' (Suzanne Zesmer); ''Labor Market Information Dispersal'' (Larry Kennedy); and ''Establishing Labor Market Information Expertise'' (David Koch). (YLB)

ED 327 694 CE 056 747

Computer Speech Devices for Adult Literacy Skills. Final Report.
Saint Paul Technology for Literacy Center, MN.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 20 Mar 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Artificial Speech; Audiovisual Instruction; *Computer Assisted Instruction; *Courseware; Decoding (Reading); Material Development; Pronunciation; Reading Instruction; Syllables; *Word Recognition; Word Study Skills
IDENTIFIERS- Word Attack Skills

A project titled "Word of Mouth" was conducted to develop and evaluate model computer courseware to teach word attack skills to adult basic education students. The project was based on the use of multiple strategies to figure out unknown words, the importance of breaking down multisyllabic words, and the necessity of the use of audio in word attack instruction. Three prototype modules with audio input and output capability were developed, featuring use of context, word parts, and spelling patterns or syllabication skills. A Macintosh computer, a MacRecorder sound system, and Telex headphones with microphone were selected. Analysis of pretests and posttests from 50 students at 2 adult literacy sites, as well as comments from participants in the development of courseware, showed that students were enthusiastic about the use of computerized speech in instruction and made significant gains in word attack skills. (Appendices provide participant comments, learners' and administrators' copies of pretests and posttests, and two articles about the program.) (KC)

ED 327 712 CE 056 774

Engelbrecht, Nancy; And Others

Orientation to Machine Shop. Safety, Machine Identification, Metal Identification.

Central Community Coll., Grand Island, NE.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 26p.; For related documents, see CE 056 775-778. Photographs will not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Community Colleges; Instructional Materials; Job Skills; Machine Tool Operators; *Machine Tools; *Manufacturing Industry; Mechanical Equipment; *Metals; *Metal Working; *Occupational Safety and Health; Safety Equipment; Trade and Industrial Education; Two Year Colleges

These instructional materials provide an orientation to the machine shop for use at the postsecondary level. The first of three sections discusses four important areas of safety: (1) personal safety; (2) safety procedures; (3) safe work practices; and (4) fire prevention. The second section identifies and describes the general purposes of 12 machines. Photographs are provided of each machine. The third section identifies common metals and their machinable characteristics. The four modern industrial metals outlined are: (1) ferrous metals; (2) nonferrous metals; and (3) high temperature and rare metals. A quiz and separate answer sheet are included after each section. (NLA)

ED 327 755 CG 023 059

Benard, Bonnie
The Case for Peers.
Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Cooperative Learning; Cross Age Teaching; Elementary Secondary Education; *Peer Counseling; *Peer Influence; *Peer Teaching; *Student Participation; Tutorial Programs; Youth Programs
IDENTIFIERS- *Peer Resource Programs

"Peer resource" refers to any program that uses children and youth to work with or help other children and youth; programs such as youth service, cooperative learning, peer tutoring, cross-age tutoring, peer helping, peer mediation, peer leadership, and youth involvement. This paper advocates the adoption of a peer resource model of education in which schools and classrooms are restructured so that youth--from early childhood through late adolescence--have ongoing, continuous opportunities to be resources to each other. The first part provides the following rationales for peer resource programming: (1) the importance of peer relationships in social development; (2) the importance of social support to positive outcomes; (3) the failure of adult society to provide social capital for youth; (4) the value of giving every youth the opportunity to help; (5) the satisfaction of basic human psychological needs; (6) the opportunities to develop collaboration/conflict resolution skills; (7) the way such programs foster acceptance and respect for diversity; (8) improved academic achievement; and (9) reduction in alcohol and drug use. The second part lists critical ingredients of peer programs, while the conclusion calls for a paradigm shift to demystify professional expertise and empower people to help themselves and one other. Successfully implementing peer resource programs necessitate a change in role for teachers from "bosses" to group facilitators, and this is best achieved through the schoolwide adoption--among administrators, teachers, and students alike--of a peer cooperation/collaboration model. Eighty references are included. (TE)

ED 327 833 CS 010 390

Worthington, Jim

Reading Groups: Problems, Solutions.

PUB DATE- May 91

NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Ability Grouping; *Classroom Environment; Classroom Research; Cooperative Learning; Elementary Education; Large Group Instruction; *Reading Instruction; Reading Research; Small Group Instruction; Teaching Methods

The practice of grouping children of similar ability for reading instruction is as much a part of the classroom as the chalkboard, yet for decades research into classroom practice has raised serious questions about ability grouping. A research project using the meta-analysis approach to analyze more than 50 research studies concluded that ability grouping does not enhance student achievement in the elementary school. Some teachers have used the traditional high, average, and low ability reading groups simply to be able to manage the classroom. A variety of alternative grouping procedures are widely practiced in classrooms for math, social studies, and science, but rarely for reading. It is almost as if reading is too important to tamper with, so teachers and administrators feel constrained to stick to familiar, if less effective, practice. Teachers should vary their grouping arrangements as they move toward whole group instruction and away from the traditional three ability groups. The great need is for balance across classroom grouping arrangements, not a wholesale abandonment of small group instruction in favor of whole groups. The problem of ability grouping can be solved with a careful use of a variety of grouping strategies including whole group instruction, teacher-led and peer-led small group instruction and careful selection of individual learning activities. (RS)

ED 327 849   CS 212 616

Developing a Language Program. Children and Language Series.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 82
NOTE- 39p.; For other titles in this series, see CS 212 617-620.
Photographs may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Language; Early Childhood Education; Elementary Education; Foreign Countries; Guidelines; Instructional Design; Instructional Effectiveness; *Language Acquisition; *Language Skills; Metalinguistics; *Theory Practice Relationship
IDENTIFIERS- Australia (Tasmania); Language Creation; Language Functions

Intended for teachers in Tasmania, this booklet focuses on guidelines for developing a language program for young children. Chapters are entitled: How Language Competence Grows; Language, Thought and Feelings Are Independent; The Child's Language Development Depends on Our Responses; and Growth of Understanding. The philosophy presented in the booklet is based on widely accepted thinking, practice, and research about language over the past 20 years. The booklet stresses the importance of teachers' understanding the theory behind language acquisition, and its relevance to day-to-day practice, so that a consistent approach can be developed. Several black and white photographs illustrate the text. (MG)

ED 327 866 CS 212 635

Houston, Linda S.
Collaborative Learning: A No-Lecture Method of Teaching English.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
 Guides/Methods/Techniques (For Practitioners) - Classroom Use -
 Teaching Guides (For Teacher) (052)
DESCRIPTORS- Freshman Composition; Higher Education; Learning Activities; Peer Groups; Problem Solving; *Small Group Instruction; Student Participation; Teacher Role; Teaching Methods; Technical Writing; Word Processing; Writing Processes; *Writing Skills
IDENTIFIERS- *Collaborative Learning; Collaborative Writing

Collaborative learning in the English classroom actively involves students in learning many useful applications of writing skills for use in future careers. In the work place, for instance, collaboration takes place regularly and group skills are of major importance. Job-related writing involves many forms of collaboration from the start of a project through its completion. In the writing classroom collaboration facilitates students' problem-solving skills, diminishes the fear of participating in discussions, and leads to the written expression of more comprehensive ideas. Activities for collaborative involvement in the writing process abound, e.g., word processing skills, group work on problematic structures such as subject-verb agreement, technical definitions activities, and resume writing. No matter what group activities students become involved with, collaborative learning helps them to write better and enables them to grow socially and academically. (KEH)

ED 327 881 CS 506 907

Cavanaugh, Dan; And Others
Verbal and Nonverbal Communication in the Initiation of Sex.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; *Nonverbal Communication; Questionnaires; *Sexuality; *Verbal Communication
IDENTIFIERS- Sexual Attitudes; University of Texas

A two-part pilot study investigated and categorized the roles verbal and nonverbal communication play in the initiation of sexual intercourse. The study also explored the manner in which partners accept or reject sexual overtures, the contexts and antecedents of sexual initiation, and the changes in sexual behavior which occur as a consequence of the duration of the relationship. Two subject pools were tapped for the study, the first involving 32 undergraduates in speech classes at the University of Texas, and the second involving 15 student and nonstudent subjects. Results included that: (1) there are four major categories of nonverbal signals couples use to communicate a desire to initiate sex with their partners: touching, hugging, kissing, and looking; (2) the majority of verbal cues are indirect and require the hearer to make significant inferential leaps, as do many of the direct verbal requests for sex, which require either inferential leaps or special knowledge possessed only by the couple; (3) antecedent behaviors surrounding the initiation of sex involve "being playful," and the initiation of sex is most likely to occur in the bedroom and the bathroom; (4) the acceptance and rejection of sexual advances was most commonly signaled by reciprocating a gesture or movement, or not reciprocating, respectively; (5) verbal channels were predominantly used in indicating that only affection was desired; and (6) reported changes in sexual behavior over the course of relationships include more egalitarian initiation of sex, "less talk," and "direct communication" about sex. (Thirty-one references are attached.) (SR)

ED 327 964 EA 022 628

Dunn, Kenneth J.; Frazier, Edmund R.
Teaching Styles. Instructional Leadership Series.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 90
NOTE- 20p.; Series developed by the Committee of Professors of Secondary School Administration and Supervision (PSSAS).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Education; Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Instructional Leadership; Principals; Public Education; School Effectiveness; Teacher Evaluation; *Teaching Methods; *Teaching Styles
IDENTIFIERS- National Association Secondary School Principals

Identification of teaching styles congruent with student learning styles to increase academic achievement is examined in this report. A literature review is followed by a discussion of the six elements of teaching style, which include instructional planning, teaching methods, teaching environment, teaching characteristics and classroom management, student evaluation techniques, and educational philosophy. The appendix contains a teaching style inventory based on the six elements to develop complementary student and teacher groupings. (30 references) (LMI)

ED 328 028　　　　EC 233 242

Gallagher, James J.; Coleman, Patsy
Professional Organizations' Role in Meeting the Personnel Demands of Part H, P.L. 99-457.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- Oct 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Certification; Delivery Systems; *Disabilities; *Early Intervention; *Federal Legislation; Higher Education; Infants; Inservice Education; Personnel Needs; Preschool Education; *Professional Associations; *Professional Education; Professional Training; State Programs; *State Standards; Teacher Education; Toddlers
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

Part H of Public Law 99-457, the Education of the Handicapped Act Amendments, 1986, requires states to develop a system for preparation of personnel to work with infants and toddlers with disabilities and their families, and to establish personnel standards for early intervention services. A study of 10 professional associations was conducted to determine their plans for additional certification standards to include service to infants and toddlers, the kinds of training initiatives their association was planning, and what they were doing about existing personnel shortages. One organization, the Division for Early Childhood in the Council for Exceptional Children, has encouraged the establishment of certification within each state for an early childhood special educator. Five organizations (the American Nurses Association; American Occupational Therapy Association; American Physical Therapy Association; National Association of Social Workers; and American Speech, Language, and Hearing Association) have developed guidelines of best practice for professionals working with infants and toddlers. Other organizations, including the American Psychological Association, National Association of School Psychologists, American Dietetic Association, and Council of Social Work Education, have refrained from developing specific personnel recommendations. All of the organizations are encouraging and supporting inservice training opportunities. They indicate little interest in extending the length of existing training programs or adding to certification or licensing requirements. A list of 19 references is included. Appendixes contain the survey questions and an annotated bibliography of 16 references on personnel preparation issues. (JDD)

ED 328 059 FL 018 910

Johansen, Barry-Craig P.; And Others
Enhancing Teacher Performance in Spanish Elementary Classes. Volume Two: Translated Units. Final Report.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 703p.; Volume One "Final Report," see FL 018 909.
LANGUAGE- Spanish; English
EDRS-PRICE- EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Class Activities; Electricity; Elementary Education; *Elementary School Curriculum; Estimation (Mathematics); Illustrations; Immersion Programs; Instructional Materials; *Mathematics Materials; Microscopes; *Science Materials; Scientific Methodology; Space Sciences; *Spanish; Units of Study
IDENTIFIERS- *Minneapolis Public Schools MN

Spanish translations of 19 of the Minneapolis (Minnesota) Public Schools' elementary school science units are presented. The materials were translated for use in a partial immersion program. Unit topics include, among others: magnets, organisms (grade 1), seeds and plants (grade 1), butterflies (grade 2), electricity (grade 3), the food chain (grade 3), current electricity (grade 5), microscopes (grade 5), estimation (grade 6), and space travel. Units are designed based on a three-stage learning cycle of exploration, concept labeling, and concept application. Unit contents vary, but generally include text, class activities, materials lists, blackline masters, illustrations, book lists, instructional hints, and related instructional materials. Most of the text and exercises are in Spanish, with some English. (MSE)

ED 327 726 CE 056 816

Gilmore, Alison; Wagner, Graham

The Readability of Trade Examinations.

New Zealand Council for Educational Research, Wellington.

PUB DATE- 85
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Achievement Tests; Agricultural Education; *Apprenticeships; Auto Mechanics; Cloze Procedure; Cosmetology; *Difficulty Level; Educational Research; Electricians; Farmers; Foreign Countries; Meat Packing Industry; Occupational Home Economics; Postsecondary Education; *Readability; Reading Ability; *Reading Achievement; Reading Comprehension; Secondary Education; Student Certification; *Trade and Industrial Education; Vocational Education; Writing Ability; Writing Achievement; Writing Evaluation
IDENTIFIERS- *New Zealand

A 1982 study assessed the comparative reading comprehension levels and writing ability performance of Trades Certification Board (TCB) apprentices in five trades in New Zealand. Test data were collected for 1,389 apprentices and a comparison group of 361 secondary school students. The cloze procedure format was adopted for assessing apprentices' ability to gain information from both general reading material and trade reading material. Overall, for all trades except hairdressing, the ability of apprentices to read extracts from their respective trade materials was lower than their ability to tackle general reading materials. The electrical, farming, and auto engineering course trade materials had significantly lower readability than meat retailing materials, which had significantly lower readability than hairdressing materials. Reading and writing abilities were moderately related. A readability analysis of the 1982 First Qualifying TCB examination papers used comparable samples of 149 apprentices selected from the 1983 intakes. The cloze format was again used. Auto engineering and meat retailing groups had trouble reading their examination papers independently. Examination papers appeared to be very similar in readability, but in practice this penalized some groups. The report includes 43 references and appendixes containing study materials, including information on the cloze procedure and sample cloze tests. (YLB)

ED 327 740 CG 023 044

What Ninth Graders Know about AIDS: A Report on the 1990 Illinois AIDS Survey.
Illinois State Board of Education, Springfield.
PUB DATE- Oct 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Grade 9; High School Freshmen; High Schools; *Knowledge Level; State Surveys; *Student Attitudes; Student Characteristics; *Student Reaction
IDENTIFIERS- *Illinois

In spring of 1990, pursuant to the federally funded School Health Education Project to Prevent the Spread of Human Immunodeficiency Virus, an annual survey was conducted of Illinois ninth graders (n=1,181) to assess their knowledge, attitudes, and beliefs concerning Acquired Immune Deficiency Syndrome (AIDS). Findings from the 1990 survey are described and comparisons are made with findings from the 1989 survey, and also between Illinois ninth grader data and data collected for adults nationally by the National Center for Health Statistics. Data analysis and reported findings focus on variations according to student gender, ethnicity, and geographic region of the state in: (1) level of knowledge about AIDS; (2) attitudes toward AIDS; and (3) student awareness of information sources and where to get tested for AIDS. These findings suggest that ninth graders are knowledgeable about the major means of transmitting the AIDS virus (sexual intercourse and the sharing of hypodermic needles) and about important prevention measures, but they had misconceptions about transmission of AIDS through blood transfer, along with unfounded and potentially destructive phobias about going to school with a student who has AIDS. Based on these findings, recommendations for Illinois educators are provided. References are included and instrumentation is appended, along with the survey methodology and response rate, geographic categories, and a summary of questionnaire response items. (TE)

ED 327 772 CG 023 076

Hedges, Amie
Strategies and Policies in Employee Assistance Programs.
PUB DATE- Nov 90
NOTE- 53p.; M.Ed. Seminar Paper, Ohio University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Alcohol Abuse; *Counseling Services; Drug Abuse; Drug Rehabilitation; *Employee Assistance Programs; Employer Employee Relationship; Evaluation Criteria; *Personnel Policy; *Substance Abuse; Vocational Adjustment

This document describes and examines effective policies that companies have adopted in developing Employee Assistance Programs (EAPs) to address personal problems of employees, with a specific focus on substance abuse. Chapter 1 introduces the topic, states the problem, indicates the purpose of the study, denotes the limitations, defines important terms, and describes the procedures used to gather data from a search of the literature in the Educational Resources Information Center (ERIC) and ALICE systems in the Alden Library at Ohio University. Chapter 2 contains a review of the literature, categorized under the following topics: (1) costs and prevalence of substance abuse in the workplace; (2) the history and evolution of present day EAPs; (3) the policies and procedures that various companies implement in designing an EAP; (4) the treatment strategies used by EAPs; and (5) the criteria and methods used in evaluating EAPs, and how this evaluation relates to their success. Chapter 3 briefly summarizes the literature on EAPs; discusses the research questions, based on the literature review; notes the limitations of the study; and provides a conclusion and offers recommendations for further research. Twenty-two references are included. (TE)

ED 327 819 CS 010 376

Carwile, Rebecca F.; Parker, Karen L.
Join the Club! A New Approach to the Traditional Reading Clinic.
PUB DATE- Nov 90
NOTE- 8p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; Higher Education; Instructional Effectiveness; Junior High Schools; Preservice Teacher Education; Program Descriptions; *Reading Attitudes; Reading Games; Remedial Programs; *Remedial Reading; Teaching Experience; *Tutoring
IDENTIFIERS- Liberty University VA; Reading Motivation

A "Reading Club" approach at Liberty University (Virginia) has been implemented to avoid the stigma that may be associated with elementary and junior high school students receiving remedial reading instruction. Students in grades K-8 from the local schools come to the university campus to be tutored in reading. Elementary education majors enrolled in the reading diagnosis and remediation course provide one-to-one tutoring. The sessions are referred to as a "Reading Club" rather than a reading clinic to avoid the medical/disabled connotations associated with a clinic. The club theme is carried out with contests and prizes. Enrichment is provided for those reading at or above grade level as well as for those reading below grade level. Although the Reading Club concept is utilized to promote a positive atmosphere, the tutoring sessions are serious business. The results of the Reading Club are sometimes immediate. Students who indicated a negative attitude toward reading during their first visit often return the next week with enthusiasm about what they have read. Parents report that performance and attitudes at school have improved as well. Students look forward to attending the Reading Club meeting each week and tutors also enjoy teaching with the positive approach. (RS)

ED 327 898 CS 507 377

Arkin, Elaine Bratic
Making Health Communication Programs Work. A Planner's Guide.
National Cancer Inst. (NIH), Bethesda, Md.
PUB DATE- Apr 89
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Cancer; *Health Education; *Health Programs; Health Promotion; Health Services; Instructional Materials; Professional Services; Program Design; *Program Development; Resource Materials; Speech Communication
IDENTIFIERS- *Health Communication; National Cancer Institute

This manual, designed to assist professionals in health and health-related agencies, offers guidance for planning a health communication program about cancer based on social marketing and other principles as well as the experiences of National Cancer Institute staff and other practitioners. The six chapters are arranged by sequentially ordered stages of program development: (1) Planning and Strategy Selection; (2) Selecting Channels and Materials; (3) Developing Materials and Pretesting; (4) Implementing Your Program; (5) Assessing Effectiveness; and (6) Feedback to Refine Program. Each chapter contains selected readings for more complete information about specific subjects as well as materials (checklists and planning questions) for duplication and use. The appendixes include a glossary and other sources of planning and health-related information including sample forms and questionnaires. (KEH)

ED 327 982 EA 022 673

Harris, Howard; Juravich, Tom
A Guide to Public School Cooperation Committees in Pennsylvania.
Pennsylvania State Dept. of Labor and Industry, Harrisburg.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attitude Change; *Change Strategies; *Cooperative Planning; Elementary Secondary Education; *Organizational Communication; Organizational Objectives; *Public Schools; *Teacher Administrator Relationship; Teamwork
IDENTIFIERS- *Pennsylvania

Teachers, superintendents, principals, and school board members in a number of Pennsylvania districts have come up with positive solutions to deal with challenges facing public schools. Although the problems they were faced with differed, educators found that by working together for a common goal in school cooperation committees, they could arrive at some innovative and exciting answers. School cooperation committees develop ways to overcome potential roadblocks. Once teachers and administrators begin talking in a positive way, labor-management relations improve, making the resolution of more controversial issues easier. The first five sections of the guide give details on the nature and origins of the school cooperative committee and provide information on how to start such a committee, how public-sector collective bargaining affects school labor-management cooperation, and how to know if a labor management committee will work in a specific district. The last two sections provide, respectively, six case studies of individual Pennsylvania districts and a list of resources for more information on each case. (EJS)

ED 327 997 EC 233 208

Mount, Beth; Zwernik, Kay

It's Never Too Early, It's Never Too Late. A Booklet about Personal Futures Planning for Persons with Developmental Disabilities, Their Families and Friends, Case Managers, Service Providers and Advocates.

Metropolitan Council of the Twin Cities Area, St. Paul, MN.

SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.

PUB DATE- Oct 89

NOTE- 100p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Cooperative Planning; *Developmental Disabilities; *Goal Orientation; *Individual Development; *Long Range Planning; Models; Personal Autonomy; Problem Solving; Rehabilitation; *Self Actualization; Skill Development

Personal futures planning is a tool for fostering new ways of thinking about people with developmental disabilities. Futures planning helps groups of people focus on opportunities for people with disabilities to develop personal relationships, have positive roles in community life, increase their control of their own lives, and develop the skills and abilities to achieve these goals. It is designed to complement the Individual Habilitation Planning process. This booklet introduces personal futures planning as a problem-solving process and provides a rationale for using it and a basic understanding of its components. The first chapter overviews the process and compares this approach with methods that have been used in the past. The second chapter focuses on finding capacities in individuals and explains how the "capacity perspective" differs from a "deficiency perspective." The third chapter outlines how to plan a future and how to ensure that the plan will be implemented. Building a person-centered team to make connections in the community is the focus of chapter four. The final chapter compares the traditional Individual Habilitation Plan team approach to the Personal Futures Planning approach and demonstrates how they can be used in concert with each other. Five footnotes and a 21-item bibliography conclude the guide. (JDD)

ED 328 043 EC 300 008

Preschool Curriculum Guide.
Gallaudet Univ., Washington, DC. Kendall Demonstration Elementary School.
PUB DATE- 89
NOTE- 330p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communication Skills; Concept Formation; *Hearing Impairments; *Language Acquisition; Learning Activities; Lesson Plans; *Preschool Education; Special Schools; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Kendall Demonstration Elementary School DC

The curriculum guide is intended to provide a strong, comprehensive preschool program for children with hearing impairments at the special school, the Kendall Demonstration Elementary School (District of Columbia). The curriculum offers the following: (1) necessary routines for organizing the school day; (2) intensive, ongoing use of language--written, spoken, and signed; (3) ample opportunities for effective communication, both expressive and receptive, with peers and adults; and (4) an initial understanding of mathematics, science, and social studies concepts. The initial chapter provides an introduction to the program including the school philosophy and parent role. Outlined next are the scope and sequence of the preschool objectives for language, language arts, social studies, mathematics, science, social-emotional development, fine motor skills, and gross motor skills. Instructional units are then detailed for older and younger groups including lesson plans which include objectives, main ideas, materials, procedures, and evaluation procedures. Five appendixes include a 31-item bibliography, the Kendall Communicative Proficiency Scale, a sample instructional unit demonstrating ways to incorporate speech and auditory training, a story unit showing the use of children's literature to teach content, and a sample science unit. (DB)

ED 327 635 CE 056 274

Competency Index for Air Conditioning and Refrigeration Programs in Missouri. A Crosswalk of Selected Instructional Materials against Missouri's Competency Profile.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; *Competence; Competency Based Education; *Course Content; Curriculum; *Instructional Materials; *Job Skills; Matrices; Postsecondary Education; *Refrigeration; Refrigeration Mechanics; Secondary Education; Vocational Education
IDENTIFIERS- *Missouri

This index was developed to help air conditioning and refrigeration instructors in Missouri use existing instructional materials and keep track of student progress on the VAMS system. The list was compiled by a committee of instructors who selected appropriate references and identified areas that pertained to Missouri competencies. The index lists competencies in these 11 areas: safety; basic refrigeration; tubing and connections; basic electricity; controls; domestic refrigeration; commercial refrigeration; residential/light commercial cooling/heating; diagnosing and problem solving; fundamentals of air conditioning; and customer sales and relations. Each competency is then listed in a matrix that identifies where it appears in one or more of the 15 texts selected to be used in the course. (KC)

ED 327 651 CE 056 654

Groff, Warren H.
High Tech-High Touch Collaboration in Helping the United States To
Develop "Learning Communities of the Future."
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Access to Education; Curriculum Development; Disadvantaged Youth; *Educational Improvement; *Educational Needs; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Information Systems; *Institutional Cooperation; *Integrated Curriculum; Postsecondary Education; Rural Education; Special Needs Students; Urban Education; Vocational Education

The most important issue of the 1990s is developing visionary leaders who can transform industrial era establishments into "learning communities of the future." Educational reform in the 1950s focused on mathematics and science, and the education reform movements of the early 1980s broadened the spectrum across the curriculum at all levels and for all areas of planning and policymaking. The education reform of the late 1980s differs from earlier efforts in that fundamental restructuring projects are in the early stages of evolution. Critical in future restructuring will be what happens in at least three areas: (1) linking academic and vocational tracks and university parallel and technical programs; (2) linking library and information services, which tend to be separate functions, and positioning them to enhance mission priorities and restructuring; and (3) linking vocational tracks in schools and technical programs in colleges and institutes with other establishments. Especially critical is the restructuring of vocational, technical, and occupational education, particularly for culturally diverse and special needs populations and in inner-city and rural areas. Access for all potential learners to academic and vocational-technical occupational programs of high quality is essential for improved quality of life and national competitiveness. During the 1990s, the United States must develop the infrastructure to invent human resource development systems that can evolve into learning communities of the future for all people. (Author/KC)

ED 327 804 CG 023 108

Zanone, Charles F., IV; And Others

Male Counselor Gender Role Identity: Sexual Orientation and Physical Characteristics.

PUB DATE- Aug 90

NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beliefs; Body Image; Counselor Attitudes; Counselor Characteristics; *Counselors; Homosexuality; *Males; Physical Characteristics; Self Concept; *Sex Role; *Sexual Identity

IDENTIFIERS- *Masculinity; *Sexual Orientation

This study hypothesized that male counselors whose sexual orientation and physical characteristics do not conform to conventional notions of masculinity (those who have had homosexual experiences and who do not fit the mesomorphic ideal) will be less traditional in their gender role attitudes, behaviors, and beliefs than those who adhere to more traditional standards of masculinity. The Male Counselor Development Questionnaire (MCDQ) was developed to measure the attitudes, behaviors, and beliefs of male counselors. Six of the eight sections of the MCDQ were used in this study: a Masculinity Profile, the Male Sex Role Inventory, the Male Role Inventory, a Needs Assessment, and demographic and employment information. Data from 366 male members of a professional counseling association were analyzed. Sexual orientation, weight, and a mesomorphic self-description (describing oneself as muscular, hard, or strong) were found to be significantly related to male gender role attitudes. Both heterosexual counselors with homosexual experiences and bisexual to exclusively homosexual counselors were less traditional in their physical characteristics and gender role attitudes, behaviors, and beliefs than were exclusively heterosexual counselors. Heterosexual counselors with homosexual experiences were, however, found to be the least traditional of the three groups along several dimensions. (Author/NB)

ED 327 850 CS 212 617

A School Is a Language Place. Children and Language Series.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 82
NOTE- 52p.; Photographs may not reproduce clearly. For other titles in the series, see CS 212 616-620.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Language; *Classroom Environment; Early Childhood Education; Educational Environment; Elementary Education; Foreign Countries; Instructional Design; Instructional Effectiveness; *Language Acquisition; *Language Skills; Metalinguistics; *Theory Practice Relationship
IDENTIFIERS- Australia (Tasmania); Language Creation; Language Functions

Intended for teachers in Tasminia, this book focuses on the school setting as a place that supports children as language users. The booklet suggests that when setting out to develop a language program teachers need a knowledge of the relationship between child development and language acquisition; an understanding of how the organization of the learning environment can promote language development; and a means of evaluating the effectiveness of the language program. The booklet contains three chapters: Children and Language; Organization of the Learning Environment; and Evaluation of the Language Program. Numerous black and white photographs illustrate the text. (MG)

ED 327 915 EA 022 522

Adams-Nepote, Sue

The Confidentiality Rights of HIV-Infected Individuals within a School.

PUB DATE- Jul 90

NOTE- 17p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Confidentiality; Elementary Secondary Education; *Freedom of Information; Health Education; Health Personnel; *Legal Responsibility; *Medical Case Histories; Medical Evaluation; Medical Record Administrators; *Public Schools; School Health Services

The right of Human Immunodeficiency Virus (HIV) infected students and staff members to continue in the public school system without disruption has been legally established. However, the question now lies in the legal implications of confidentiality. School districts must implement policies and procedures to ensure medical record confidentiality of HIV positive students and staff. A successful policy covers student, teacher, and community education; evaluation of infected students and staff; as well as confidentiality. The National School Boards Association suggests that school districts designate individuals such as the superintendent, the infected individual's personal physician, a public health official, and anyone chosen by the individual to be informed of the situation. All documentation should be kept in a locked file by the superintendent and access granted only to those with written consent. (EJS)

ED 327 932 EA 022 577

Kulieke, Marilyn; And Others
Multidimensional Assessment: Strategies for Schools. Video Conference 4. Restructuring To Promote Learning in America's Schools. A Guidebook.
North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 73p.; For other guidebooks in this nine-volume series, see EA 022 574-582.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Assessment; Educational Testing; Elementary Secondary Education; Holistic Evaluation; Interactive Video; *Measurement Techniques; Multitrait Multimethod Techniques; *School Restructuring; *Student Evaluation; *Teleconferencing

Based on the assumption that changes in the educational experience require changes in the evaluation of student learning, this fourth guidebook in a series of nine video conferences on school restructuring presents information on the evolution of student assessment. Four shifts in educational assessment are identified: from testing to multiple assessments, from cognitive to diverse abilities, from uni- or bi-dimensional to multidimensional measurement, and from isolated to integral assessment. Also provided are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, course credit information, a list of supplementary materials, 73 references and 5 video sources, and a list of 9 regional resources. Biographical information is given on the conference presenters. (LMI)

ED 327 948 EA 022 607

Maehr, Martin L.; Fyans, Leslie J., Jr.
School Culture, Motivation, and Achievement. Project Report.
Illinois Univ., Urbana. Coll. of Education.; MetriTech Inc., MI.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 40p.; A revised version of this report can be found in a chapter of "Motivation Enhancing Environments: Advances in Motivation and Achievement" (1988, JAI Press, Greenwich, CT). This report should not be confused with EA 022 608, a different report with the same title.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Educational Environment; High Schools; *High School Students; Leadership Responsibility; School Effectiveness; *Student Motivation; Student School Relationship
IDENTIFIERS- Organizational Culture; *School Culture

After defining school culture in terms of Organizational Culture, after Maehr and Braskamp (1986), this document presents three related studies, each based on data from a 1989 statewide assessment effort by the University of Illinois and the Illinois State Board of Education. The studies explore the relationship between school culture, motivation, and achievement. The first uses data collected from 9,693 high school juniors and examines school characteristics and family background in relationship to student motivation and academic achievement in specific subjects. The second study, drawn from the responses of 4,002 10th-grade students, explores the viability of the causal model in which school culture affects motivation, which, in turn, affects achievement. Also discussed are the influence of peer and family achievement pressure on motivation and achievement. The third study uses the same database as the second and examines the relative influence of the five dimensions of school culture--namely, accomplishment, power, recognition, affiliation, and overall sense of purpose--on student motivation. Lastly, the degree to which student ethnicity, enrollment orientation, and education of parents influence the effect the different facets of school culture have on motivation is discussed. Included are 3 figures and 14 tables. (66 references) (CLA)

ED 328 013 EC 233 226

Pawl, Jeree, Ed.; And Others
Supporting Culturally Diverse Families with Infants and Toddlers .
National Center for Clinical Infant Programs, Arlington, VA.
PUB DATE- Apr 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *At Risk Persons; Black Youth; *Cultural Differences; Delivery Systems; *Disadvantaged Environment; *Early Intervention; Ethnic Groups; Hispanic Americans; Infants; Latin Americans; Minority Groups; *Parent Child Relationship; Toddlers; Young Children

This newsletter theme issue addresses the needs of infants and young children at risk due to economic, cultural, and environmental disadvantages. Individual articles have the following titles and authors: "Understanding the Early Experience of Black Children in High Risk Environments: Culturally and Ecologically Relevant Research as a Guide to Support for Families" (Dolores G. Norton); "Infant-Parent Intervention with Recent Immigrants: Reflections on a Study with Latino Families" (Alicia F. Lieberman); "Serving the Newest Arrivals: A Model of Early Intervention for Central American Babies and Their Families" (Maria Elena Orrego and Ann B. Barnett); "Ethnic Differences in the Transition to Parenthood" (Lorraine F. Kubicek et al.); "The National Center Fellowship Program: Nurturing New Leaders" (Carol P. Berman and Raymond C. Collins). (DB)

ED 328 060 FL 018 940

van Els, Theo J. M.
Foreign Language Policy-Making from a Dutch and European Point of View.
PUB DATE- 12 Oct 90
NOTE- 28p.; Paper presented at the Public Policy Series, the National Foreign Language Center (1st, Washington, DC, October 12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; Elementary Secondary Education; English (Second Language); Foreign Countries; French; German; *International Organizations; *Language Planning; Language Research; *Language Role; National Programs; *Policy Formation; *Political Influences; *Public Policy; Second Language Instruction
IDENTIFIERS- Council of Europe (France); European Community; *Netherlands

A discussion of public language policy formation focuses on the situation in the Netherlands and Europe. First, a number of considerations in the formation of second language instruction policy are reviewed, including determination of content, conditions of instruction, and languages to be taught. The Dutch national program for foreign language instruction is described. The program was designed to enhance language instruction, in response to concern about the foreign language competence and projected language competence needs of the Dutch population. Some of the program's policy recommendations are summarized, including those concerning the role of language instruction in the overall education system, how to divide language instruction within and outside the formal education system, regulatory measures, and adjustment of objectives to match language needs. The political perspectives of two international organizations, the Council of Europe and the European Community, are also outlined. It is concluded that a policy for language instruction should be established separate from general educational policy and general language use policy, and that the role of central authorities, governmental and organizational, may vary a great deal. A brief list of references, data on Dutch children's language competence, and a policy-formation checklist are appended. (MSE)

ED 327 695 CE 056 752

Vocational Education Partnerships. Cecil County, Maryland. Cooperative Demonstration Program. Final Program Report.

Cecil Community Coll., Elkton, MD.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 58p.; Photocopies of newspaper articles may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Carpentry; *College Programs; Community Colleges; *Cooperative Programs; Demonstration Programs; *Driver Education; Education Work Relationship; Females; Finishing; Institutional Cooperation; Minority Groups; Motor Vehicles; Nontraditional Occupations; *On the Job Training; Outcomes of Education; Program Effectiveness; *School Business Relationship; Two Year Colleges; Work Experience Programs

IDENTIFIERS- *Partnerships in Education; Truck Drivers

A cooperative demonstration project between Cecil Community College (Maryland) and corporate partners developed four model vocational training programs in basic carpentry skills, basic dry wall/finishing skills, straight truck driver training, and tractor trailer driver training. The objective of the project was to improve access to vocational education for adults, women seeking nontraditional employment, and minorities in the local area. The college provided classroom instruction and supervised work experience on the job with the corporate partners; the corporate partners provided capital equipment and staff to facilitate on-the-job training. Corporate partners were involved in the selection of trainees. Ninety-nine students enrolled in the four courses. More than 82% of them completed the courses and 81.7% of the completers were placed in unsubsidized employment either with the corporate partners or with other firms. The placement rate was about 15 percent lower than original goals because of a downturn in the economy and corporate reorganizations. (Curriculum outlines for the courses and news articles are included in the report.) (KC)

ED 327 713 CE 056 775

Engelbrecht, Nancy; And Others
Drill Presses.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 51p.; For related documents, see CE 056 774-778.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Instructional Materials; Job Skills; *Machinery Industry; Machine Tool Operators; *Machine Tools; Mechanical Equipment; *Occupational Safety and Health; Safety Equipment; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Drilling Tools

These instructional materials provide an orientation to the drill press for use at the postsecondary level. The first of seven sections lists seven types of drill presses. The second section identifies 14 drill press parts. The third section lists 21 rules for safe use of drilling machines. The fourth section identifies the six procedures for proper care and maintenance of the drill press. The fifth section lists 14 workholding and setup devices. The sixth section, on drill press operation, contains the following parts: (1) terms and definitions for safe operation; (2) operations that can be performed; (3) seven cutting tools used (illustrations included); (4) cutting speeds and determination of speeds (information sheet provided); (5) types of drill press spindle drives; and (6) types of coolants. The seventh section outlines four drill press activities. Tools and equipment, procedures, and schematics are provided for each activity. Figures are provided throughout text. A quiz and separate answer sheets are included at the end of this guide. (NLA)

ED 327 756   CG 023 060

Brooks, Margaret K.
Legal Issues for Alcohol and Other Drug Use Prevention and Treatment Programs Serving High-Risk Youth.
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; Childrens Rights; *Compliance (Legal); Confidentiality; Confidential Records; Drug Abuse; Drug Addiction; *Drug Rehabilitation; *Federal Regulation; Legal Problems; Legal Responsibility; Parent Rights; Social Agencies; Social Services; *State Legislation; *Youth Programs

This technical report examines legal and policy issues affecting agencies offering alcohol and other drug prevention and treatment services to youth. Specific issues covered include: (1) whether such agencies must comply with federal laws and regulations governing confidentiality of patient records, and, if they must comply, how they must do so; (2) when such agencies may offer services to minors without parental consent; (3) when and how they must report child abuse and neglect; (4) how they can best screen employees and volunteers to ensure that no one on staff abuses or injures a client; and (5) whether they are in compliance with applicable quality of care standards. The report cites and discusses applicable federal and state regulations, provides illustrative examples, and answers hypothetical questions pertaining to the agencies affected by these regulations. The report concludes with a legal checklist for agencies and an appended table summarizing state parental consent laws for the treatment of minors. (TE)

ED 327 788 CG 023 092

Albaum, Jean Stirling
A Cost Free Counseling Model for High Risk Elementary Students.
PUB DATE- Aug 90
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development Specialists; *Counselor Training; Early Intervention; Elementary Education; *Elementary School Students; Family Counseling; Field Experience Programs; Higher Education; High Risk Students; *Internship Programs; *Practicum Supervision; *School Counseling
IDENTIFIERS- California

A cost-free counseling model was developed to meet the changing needs of elementary school students in a small college city in California. A training program for graduate students was set up within the public school setting and was clinically supervised. Marriage, Family, and Child Counselor and Licensed Educational Psychologist internships were offered. Quality interns and trainees were attracted, in spite of the lack of a stipend, because of the training program and the opportunity to work with children. The techniques of play therapy were adapted to one-to-one and small-group school settings with highly successful results, as measured by resolutions of situational crises, changed behavior, and parent and teacher surveys. All students at risk for future emotional problems who were referred by either their parents or teachers were served. References are included. (Author/TE)

ED 327 834 CS 010 391

Teachers and Independent Reading: Suggestions for the Classroom.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Elementary Education; •Independent Reading; Instructional Materials; Reading Programs; Recreational Reading; •Student Motivation; Supplementary Reading Materials; Teacher Role
IDENTIFIERS- •Reading Motivation

Designed to offer teachers suggestions to make independent reading an integral part of the school day, this pamphlet discusses the following topics: the importance of independent reading; motivating students to read; arranging time for independent reading; setting up the classroom library; and establishing schoolwide reading programs. Lists of recommended reading, selected annotated bibliographies of children's books, and selected anthologies of children's books are appended. (RS)

ED 327 867 CS 212 636

Boerckel, Denise; Young, Art
Looking Left, Then Right: Administering the Wyoming Resolution.
PUB DATE- Mar 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Faculty Promotion; Higher Education; *Program Administration; *Teacher Administrator Relationship; *Teacher Qualifications; Teacher Salaries; *Teaching Conditions; *Writing Instruction
IDENTIFIERS- *Wyoming Resolution

How can a writing program administrator (WPA) implement the "Statement of Principles and Standards for the Postsecondary Teaching of Writing," known as the Wyoming Resolution? Most administrators know that something like the resolution needs to be implemented, but they also know that the Statement lacks the wholehearted support of faculty colleagues and the upper administration. First-year English and advanced writing are commonly taught at the large university by full-time instructors and graduate students. A WPA could use the Statement to address the exploitation of this poorly paid workforce by offering an "incremental reality" plan containing reasonable criteria for promotion. Secondly, the WPA could rely on the "teaching conditions" section of the Statement in calling for smaller writing class sizes. The administrator would deny transfers of academic credits from schools that make a mockery of the teaching conditions guidelines. Cries for the WPA's removal, threats of lawsuits, charges of academic incompetence, and so on, would focus new attention on the unjust conditions that gave rise to the Statement. The call to action that began with the Wyoming Resolution now must go further, to include sanctions for noncompliance. (SG)

ED 327 882 CS 507 351

Haynes, W. Lance

The Research Agenda and the Basic Course in Communication.

PUB DATE- Nov 90

NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Best available copy. Contains some broken print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communication Research; Faculty Development; Higher Education; Introductory Courses; Metaphors; *Persuasive Discourse; *Public Speaking; *Rhetorical Theory; *Speech Communication; *Speech Instruction; Story Telling

IDENTIFIERS- *Rhetorical Strategies; Rhythm; *Speech Communication Education

The college speech communication classroom can serve as a laboratory for rhetorical theory and criticism. Applying the hypothesis of "experimental persuasion" to the study of oral expression, an instructor can promote in his/her students the development of story-telling skills of concrete depiction, dramatic action, the elements of identification, and so on. Using the metaphor of the mind of the speaker as computer, students can learn about the essentials of effective speech communication: (1) subject; (2) audience; (3) style; and (4) persuasive process. A third hypothesis relevant to speech instruction involves rhythm, a neglected concept, especially in its semantic and thematic guises. Through student speeches in class, students and instructors alike can learn lessons about the rhythm of language which would not be detected simply by reading the speeches. The basic communication classroom can contribute enormously to the research programs of its teachers, and such scholarly inquiry makes the class a far more valuable experience for students as well. A shift in society to a greater media orientation may engender greater inquiry and innovation within the basic communication course. (Twenty references are attached.) (SG)

ED 327 965 EA 022 634

Weston, Susan Perkins

Como escoger una escuela para su hijo (Choosing a School for Your Child).

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Aug 90

NOTE- 43p.; "With Contributions by Joe Nathan and Mary Raywid". For English language version, see ED 302 872.

LANGUAGE- Spanish

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Decision Making; Elementary Secondary Education; Home Schooling; Magnet Schools; *Nontraditional Education; *Parent Aspiration; *Parent Participation; *Parent School Relationship; Parochial Schools; Politics of Education; Private Education; *School Choice

Step-by-step advice for Spanish-speaking parents on how to choose among available schools for their children is offered in this guidebook. Factors to consider in making the choice are discussed, as well as information on alternatives to the available choices, which include home schooling and working to create new options. After an introductory discussion of why parents should choose their children's schools, an overview is provided on the kinds of schools available: neighborhood public schools, public "schools of choice" (magnet schools), other public schools, and parochial or private schools. The next four sections of the booklet provide advice on each of four steps in choosing a school: (1) thinking about the child in relation to the family and community; (2) collecting information on available schools; (3) visiting a school; and (4) gaining admission for a child into a selected private or public school. The two final sections address the questions of when to consider changing schools again and what to do if no good schools can be found. In the latter case, options include home schooling, early college for teenagers, and working to change the system. Appended is a checklist for investigating and evaluating schools, along with a set of references and additional sources of information. (20 references) (LMI)

ED 327 667 CE 056 685

Clark, Burton A.

Comparison of Self-Directed Learning Readiness of Fire Executives to the Norm and Public Managers.

PUB DATE- Sep 89

NOTE- 27p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Administrators; Adult Education; Cognitive Style; *Fire Fighters; *Fire Science Education; *Government Employees; *Independent Study; *Management Development; Professional Development; Self Determination; *Student Motivation

IDENTIFIERS- Self Directed Learning Readiness Scale

A study was conducted to compare the self-directed learning readiness of National Fire Academy (NFA) fire executive development students to the theoretical norm and to other public managers. Procedures included testing 30 NFA fire executive development students with the Self-Directed Learning Readiness Scale (SDLRS). The distribution of fire executives' SDLRS scores were compared to the theoretical norm and to a group of 76 public managers. This comparison was made statistically with the chi-square goodness of fit calculation. The findings indicated that the fire executives' distribution of SDLRS scores was statistically higher than the theoretical norm and public managers. Although the fire executives scored higher than the public managers, 30 percent of the fire executives had only average scores on the SDLRS, which was judged to be unacceptable. This judgment was made because the literature indicated that professionals need a high degree of self-directed learning to be successful. Recommendations included the identification, implementation, and evaluation of a learning contract instructional methodology to be incorporated into the existing fire executive development course. (Includes 16 references and the SDLRS.) (Author/KC)

ED 327 682 CE 056 717

Youth and Work: Outreach, Assessment, Preparation.
International Association of Personnel in Employment Security, Frankfort, KY.
PUB DATE- 87
NOTE- 131p.; For other issues of this journal, see CE 056 715-720.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Career Counseling; Career Information Systems; Demonstration Programs; Disabilities; *Employment Services; Federal Legislation; Job Placement; Labor Market; *National Programs; Occupational Information; Postsecondary Education; Program Descriptions; Secondary Education; State Legislation; State Programs; *Unemployment; *Youth Employment; *Youth Problems; *Youth Programs
IDENTIFIERS- *Employment Security

This volume of an annual journal explores the problems and opportunities confronting young people attempting to find employment and the challenges faced by employment and training professionals trying to assist them along with some possible solutions. The 16 articles are divided into three parts concerned respectively with defining the problems, federal programs, and local initiatives. Part I includes: "The Place of the Family in the Preparation of Youth for the World of Work" (Quentin Schenk and Emmy Lou Schenk); "The Youth Employment Situation" (Janet Norwood); "Preparing At-Risk Youth for Education and Employment: New Roles for Schools" (Janice Earle, Candace Sullivan); "Productive Future Requires Educational Changes" (Bruce Wilson); and "Choices: Conscious Decisions about Youth and Work" (John Stine). The following papers are presented in part II: "Youth Initiatives" (William Brock); "Creating an Employability Credential for At-Risk Youth" (Evelyn Ganzglass, Sandra Jibrell); "Occupational Information: The Supporting Role of NOICC and SOICCs" (Valerie Lloyd, James Woods); and "Disabled but Able to Work: Federal Initiatives in Training Young People with Disabilities in Employment" (Dale Brown). The articles in Part III are: "Oregon Youth Offender Placement Program" (William Sager); "A National Occupational Information System" (Neta Wall); "Employment Counseling with Youth" (Charlotte Metz); "A History of the Seward, Alaska, Youth Employment Service" (Shirley Reynolds); "A Cooperative School Program: An Overview of the Minneapolis Youth Program" (Stella Jones); "A Utah County Perspective" (NaDene Archibald); and "National Youth Service: A Challenge for Employment Security Agencies" (William Basl). (YLB)

ED 327 727 CE 056 818

Legislation Relating to Veterans' Education, Employment, and Home Loan Programs. Hearing before the Committee on Veterans' Affairs, United States Senate, One Hundred First Congress, Second Session, on S. 2100 (Section 401 and 404c), Amendment No. 1575 to S. 2100, S.2483, S.2484, S.2537, Amendment No. 1562 to S.2537, and S.2546.
Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
PUB DATE- 11 May 90
NOTE- 169p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; *Federal Legislation; Hearings; Housing; Postsecondary Education; *Program Improvement; *Student Financial Aid; Tuition Grants; Unemployment Insurance; Veterans; *Veterans Education
IDENTIFIERS- Congress 101st; Proposed Legislation

This document records the oral and written testimony given at a Senate hearing to discuss proposed legislation changing veterans' benefits in education, employment, and home loan programs. Witnesses included Administration officials, executives of the Veterans Affairs Department, officials of the veterans' programs of the Department of Labor, and representatives of disabled and other veterans' organizations. All were advocates of the proposed legislation. The legislation would raise tuition payments and educational benefits, allow veterans' organizations to provide some educational services and transitional services for veterans leaving military service, increase the length of unemployment benefits to veterans, and improve the Veterans' Administration home loan program to meet current needs. Text of the proposed legislation (S. 2100, Sections 401 and 404(c), Amendment No. 1575 to S. 2100, S. 2483, S. 2484, S. 2537, Amendment No. 1562 to S. 2537, and S. 2546) is included. (KC)

ED 327 741 CG 023 045

Vitkus, John
The Effect of Social Roles and Performance Cues on Self-Evaluations: Evidence for an Interpersonal Model of Loneliness.
PUB DATE- Aug 90
NOTE- 45p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cues; Feedback; Helping Relationship; Higher Education; Interpersonal Relationship; *Loneliness; Models; Negative Attitudes; *Performance; Problem Solving; Psychological Patterns; *Role Perception; Role Playing; *Self Esteem; *Self Evaluation (Individuals); Social Reinforcement

Vitkus and Horowitz (1987) found that lonely people demonstrated adequate social behavior when they were assigned to controlling interpersonal roles. Despite this successful performance, they evaluated themselves and their behavior negatively. Study 1 replicated these findings and extended them to naturalistic interactions. In a hypothetical problem-solving dyad involving paired college students (N=76), students were diagnosed as either lonely or nonlonely and then assigned respective roles of Person with the Problem or Springboard (listener/advisor). Analysis of videotaped sessions showed that all subjects were capable of adequate social performance, but adopting a passive social role interfered with expression of this behavior. Study 2 followed the procedures of Study 1 with the difference that all subjects were assigned to the Springboard role (who listens to a partner describe the problem) and positive or neutral feedback was provided. Results showed that unambiguous positive feedback reduced the negativity of lonely students' self-evaluations. An interpersonal model of loneliness is proposed to explain these results. The model suggests that in typical interactions, lonely people adopt social roles that prevent them from expressing appropriate social behavior. In addition, without clear performance cues, lonely people fail to recognize occasions when they do perform adequately. Their resulting negative self-appraisals reaffirm their initial feelings of inadequacy, thereby sustaining their loneliness. Therapeutic implications of this model and limitations of the present research are discussed. (TE)

ED 327 773 CG 023 077

Byers, Jenny

The Effects of Childhood Sexual Abuse on Children, Adolescents, and Adults.

PUB DATE- Nov 90
NOTE- 53p.; M.Ed. Seminar Paper, Ohio University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; Adult Children; *Child Abuse; Counselor Client Relationship; Counselor Role; Emotional Disturbances; Family Problems; Family Violence; *Incest; Long Term Care; *Rehabilitation; Sex Differences; *Sexual Abuse; *Victims of Crime

This document investigates both immediate and long-term effects of childhood sexual abuse in order to help counselors identify victims and survivors. It is based on a search of the literature on child sexual abuse in the ALICE system in the Alden Library at Ohio University, and the Psychological Literature and Social Sciences Index. Key words used in the searches are identified: child abuse, sexual abuse-children, incest, and sexual abuse-effects. Chapter 1 introduces the topic of the effects of child sexual abuse on victims as both children and adults, providing background information on the prevalence of abuse and the importance to counselors of recognizing its effects. Chapter 2 reviews the literature under the following subheadings: (1) Incidence of Child Sexual Abuse; (2) Immediate Effects of Sexual Abuse on Children; (3) Differences between Male and Female Victims; (4) Effects of Sexual Abuse on Adolescents; and (5) Long-Term Effects observed in Adult Clinical Populations. In Chapter 3 the purpose of the study and the research questions are summarized, and the literature is discussed as to its relevance to the topic, observations, implications, and limitations. In the conclusion, the research questions are answered based upon the literature review, and recommendations for further research are provided, along with suggestions for applying findings to clinical practice. (TE)

Pittelman, Susan D.; And Others
Semantic Feature Analysis: Classroom Applications. Reading Aids Series.
International Reading Association, Newark, Del.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; Reading Strategies; Reading Writing Relationship; Semantics; Teaching Methods; Vocabulary; *Word Study Skills
IDENTIFIERS- *Semantic Feature Analysis

This book discusses semantic feature analysis, a strategy that helps teachers focus students' attention on vocabulary and increase their sensitivity to language. The first half of the book deals with the theoretical foundation, reviews the research, and describes the basic teaching strategy of semantic feature analysis. The book's second half is devoted to classroom applications of this knowledge, and includes semantic feature analysis in content area lessons, in reading instruction, in integrated reading/writing lessons, as well as a semantic feature database lesson. Twenty-one figures are included, and 71 references are attached. (SR)

ED 327 851 CS 212 618

Parents, Children and Language. Children and Language Series.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 83
NOTE- 60p.; Photographs may not reproduce clearly. For other titles in the series, see CS 212 618-620.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Language; Early Childhood Education; Elementary Education; Foreign Countries; *Language Acquisition; *Language Skills; Metalinguistics; Parent Influence; *Parent Participation; *Parent Role; Parent School Relationship; Theory Practice Relationship
IDENTIFIERS- Australia (Tasmania); Language Creation; Language Functions

Intended for teachers in Tasmania, this booklet discusses the role of parents and the home in language development as an integral and important part of a school's language program. The booklet suggests that schools need to determine the best way to communicate to parents: how important parents are to the early development of children's language; how schools attempt to build on children's experiences throughout the different grade levels and in the various curriculum areas; and how parents can complement and continue the work of the school. It explores some of the many aspects of a school's language program and how such aspects originate from, and relate back to, the home. The booklet's four chapters are: Adults as Models; Encouraging Language Development; All Lessons Are Language Lessons; and Communicating with Parents. Numerous black and white photographs illustrate the text. (MG)

ED 327 899 CS 507 378

Beard, John; Yaprak, Attila

Language Implications for Advertising in International Markets: A Model for Message Content and Message Execution.

PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the International Conference on Language Communication for World Business and the Professions (8th, Ann Arbor, MI, April 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Communication Research; Comparative Analysis; Content Analysis; Global Approach; *International Trade; *Marketing; *Models; Research Methodology; Technological Advancement; *Technology
IDENTIFIERS- *Advertisements; Message Design; Message Perception; *Message Transmission

A content analysis model for assessing advertising themes and messages generated primarily for United States markets to overcome barriers in the cultural environment of international markets was developed and tested. The model is based on three primary categories for generating, evaluating, and executing advertisements: rational, emotional, and moral. Focusing on computer advertising as an example, it is argued that technology shapes language and culture. An exploratory study hypothesized that in lesser developed countries there is more use of rational advertising appeals than of emotional advertising appeals. In contrast, for countries with more advanced technologies the emphasis will be on greater visual orientation. These concepts are illustrated through a comparative study, after which models for content analysis are presented as a proposed empirical study. It is hoped that the new model will benefit instructors who teach students to appreciate differences in language and culture and who also teach appreciation of the general economy. (Three exhibits are included and 21 references are attached.) (Author/MG)

ED 327 916 EA 022 523

Thompson, David C.
Methods of Financing Educational Facilities in the United States.
University Council for Educational Administration, Manhattan, KS.
Center for Education Finance.
PUB DATE- Nov 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Building Obsolescence; *Capital Outlay (for Fixed Assets); *Educational Facilities; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; Financial Policy; *Financial Support; School Buildings; School Construction; *State Aid; State Surveys
IDENTIFIERS- *Kansas

In February 1990, special hearings were held by the Kansas Senate and House Education Committees on the physical condition of school facilities. This document offers a three-part synopsis: a brief and selective review of the testimony given in February 1990; an overview of general finance methods; and a state-by-state executive summary of the individual states' facility finance provisions. The testimony argued that for legal, ethical, and economic reasons Kansas should consider assisting districts with their facility needs; more generally, there is a history of litigation that intimates that states may increasingly be held responsible for assisting local districts. In regard to finance methods, capital outlay as an issue of equity has been subjected to three standards: resource accessibility, wealth neutrality, and taxpayer effort. Currently 30 states provide some true grant-in-aid assistance, and 35 states provide either grants or loans. The methods are generally: (1) full state support; (2) equalization grants; (3) matching grants; (4) flat grants; (5) state loans; and (6) building authorities. In the third part, details of individual state methods are provided in alphabetical order by state. (17 references) (MLF)

ED 327 983 EA 022 676

Classroom Discipline: Report of the Superintendent's Task Force on Classroom Discipline.

Arizona State Dept. of Education, Phoenix.

PUB DATE- Jun 90

NOTE- 43p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavior Problems; *Classroom Techniques; Corporal Punishment; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Expulsion; *Public Schools; Punishment; Sanctions; State Norms; Suspension

IDENTIFIERS- *Arizona

The current status of discipline in Arizona public schools is assessed and alternative forms of discipline are reviewed in this report on classroom discipline. Methodology involved a literature review, an informal survey of 330 Arizona schools, and an attitudinal survey of 300 educators and non-educators. Overall findings indicate that most schools used assertive discipline programs and in-school detention and that almost half (45 percent) utilized their own programs. General agreement existed between educators and non-educators on the causes of discipline problems; however, 79 percent of the non-educators as opposed to 4 percent of the educators perceived drug abuse as the most severe problem. No consensus on solutions was found. Differences also existed between secondary and elementary educators on causes of and solutions to discipline problems. Recommendations are offered in the areas of discipline policy guidelines, teacher training, parental responsibilities, alternatives to suspension and expulsion, and responses to serious problems, such as gang activity. The section section, prepared by Therese L. Martin, Attorney at Law, summarizes and discusses several legal briefs on due process rights and procedures as they relate to students. Appendices include the surveys on existing discipline programs in Arizona schools, and on the attitudes of Arizona educators and non-educators. A 101-item bibliography is included. (LMI)

ED 328 014 EC 233 227

Pawl, Jeree, Ed.; And Others
Adoption .
National Center for Clinical Infant Programs, Arlington, VA.
PUB DATE- Jun 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Adoption; *At Risk Persons; Child Rearing; *Emotional Adjustment; Emotional Development; *Family Problems; Infants; One Parent Family; Parent Child Relationship; Trend Analysis; Young Children

This newsletter theme issue addresses adoption and the young child's life. Contributors suggest ways in which practitioners in many professions and settings can better understand and support adoptive families. The first article, "Adoption, 1990" by Barbara F. Nordhaus and Albert J. Solnit, reviews the history of adoption and notes obstacles to serving the best interests of the child and such controversies as open adoption. The second article, "On Adoption" by T. Berry Brazelton, looks at the stresses on the adoptive parent and offers answers to children's questions about adoption. Remaining articles have the following titles and authors: "And Baby Makes Two: Adoption and the Single Parent" (Deane Argenta); "The 'Psychological Work of Pregnancy' in Adoption (Anne Williams); and Preventive-Intervention Groups with Adoptive Parents and Their Babies: Minimizing the Risks to Emotional Development in the First Three Years" (Elaine Frank and Denise Rowe). Also included in this issue is the 1989 report of the National Center for Clinical Infant Programs which covers Center activities, a financial statement, and a list of contributors. (DB)

O'Reilly, Fran E.; And Others

A Digest and Comparative Analysis of Major Federal Programs Affecting Infants and Toddlers with Handicaps and Their Families.

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- Sep 90
NOTE- 186p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Evaluative/Feasibility (142)Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; *Comparative Analysis; *Disabilities; Due Process; *Early Intervention; Evaluation; Family Programs; *Federal Legislation; *Federal Programs; Handicap Identification; Health Services; Infants; Parent Education; Preschool Education; Toddlers
IDENTIFIERS- Case Management; *Education of the Handicapped Act Amendments 1986; Individualized Family Service Plans

This study analyzes major federal programs designed to provide services to children, from birth through age 2, who have developmental delays or a high probability of developmental delays, and their families. Programs were selected based on their provision of education or health-related services to infants and toddlers with handicaps and their families, and on the relevance of the program to policymakers working with Part H of Public Law 99-457, the Education of the Handicapped Act Amendments, 1986. The digest includes such programs as those legislated by the Education of the Handicapped Act, Head Start Act, Developmental Disabilities Assistance and Bill of Rights Act, and Bilingual Education Act. The study also contains a comparative analysis component, which compares the statutory language of the programs for their consistency or conflict with each other and with requirements of Part H. This section assesses the programs in seven areas: identification and evaluation; individualized service plan; case management services; parent training; procedural safeguards; advisory council; and other. A digest of selected provisions of 25 major federal programs affecting infants and toddlers with handicaps and their families is presented in an appendix. (JDD)

Multicultural Nonsexist Education in Iowa Schools: Talented and Gifted.

Iowa State Dept. of Education, Des Moines. Bureau of School Administration and Accreditation.
PUB DATE- May 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Check Lists; Educational Philosophy; Elementary Secondary Education; *Gifted; *Multicultural Education; *Self Evaluation (Groups); Sex Bias; Sex Stereotypes; State Legislation; *State Programs; *Student Educational Objectives; *Talent
IDENTIFIERS- *Iowa

The pamphlet is intended to help local Iowa school curriculum committees implement the gifted and talented component of their school's multicultural, nonsexist education plan. First, basic definitions of 11 terms such as "multicultural education," "giftedness," and "disadvantaged" are provided. Next, the rationale and philosophy of multicultural education is explained followed by an extract of the Iowa code providing the legal authority for the program. The 4 program goals and their associated 22 objectives are outlined next. A program self-evaluation checklist is presented next which covers program structure, program materials, and teaching strategies. An annotated bibliography of 22 resource materials, four gifted and talented serial publications, and 13 resource organizations is also provided. (DB)

ED 327 636 CE 056 277

Competency Index for Graphic Arts Programs in Missouri. A Crosswalk of Selected Instructional Materials against Missouri's Competency Profile.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Jun 90

NOTE- 30p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Competence; Competency Based Education; *Course Content; Curriculum; *Graphic Arts; *Instructional Materials; *Job Skills; Layout (Publications); Matrices; Paper (Material); *Photocomposition; Postsecondary Education; Secondary Education; Vocational Education

IDENTIFIERS- *Missouri

This index was developed to help graphic arts instructors in Missouri use existing instructional materials and keep track of student progress on the VAMS system. The list was compiled by a committee of instructors who selected appropriate references and identified areas that pertained to Missouri competencies. The index lists competencies in these 15 areas: processing job orders; preparing customer layouts; typesetting; producing camera-ready copy and mechanicals; exposing with a camera; processing film and printed material; contacting; performing image assembly operation; proofing; making plates; press operation; finishing operations; paper handling; packaging and preparing for mailing; and performing specialty operations. Each competency is then listed in a matrix that identifies where it appears in one or more of the six texts and one videotape set selected to be used in the course. (KC)

ED 327 714 CE 056 776

Engelbrecht, Nancy; And Others
Hydraulics.
Central Community Coll., Grand Island, NE.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 80p.; For related documents, see CE 056 774-778.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Engines; *Fluid Mechanics; *Hydraulics; Instructional Materials; Job Skills; *Occupational Safety and Health; *Power Technology; Safety Equipment; Trade and Industrial Education; Two Year Colleges

These instructional materials provide an orientation to hydraulics for use at the postsecondary level. The first of 12 sections presents an introduction to hydraulics, including discussion of principles of liquids, definitions, liquid flow, the two types of hydraulic fluids, pressure gauges, and strainers and filters. The second section identifies and describes three types and three functions of accumulators. The third section covers the functions and size of reservoirs. The fourth section outlines pump classifications, types of pumps, and nine rating and selection factors. The fifth section reviews hydraulic piping, tubings, and requirements for line selection. The sixth section describes directional control valves. The seventh section describes check valve functions and pilot-operated check valves. The eighth section presents types of pressure control valves. The ninth section covers pilot-operated pressure control valves. The 10th section explores flow control valves. The 11th section describes cylinders: elements, types, types of construction and mounting; selection; and cushioning. The last section reviews the three types of hydraulic motors, eight rating and selection factors of motors, and seven types of rotary actuators. Examples are provided for each section of the guide. A quiz is included at the end of each section, except section nine. Answers to all of the quizzes are found at the end of the guide. (NLA)

ED 327 789 CG 023 095

Langer, Rena Ruth Swango
Spiritual Centeredness as a Tool for Positive Mental Health.
PUB DATE- Jul 90
NOTE- 58p.; Master of Education Seminar Paper, Ohio University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Beliefs; Christianity; Coping; *Counseling Theories; Judaism; *Mental Health; Moral Values; Mysticism; Negative Attitudes; *Religion; Religious Differences; *Religious Factors; Self Esteem
IDENTIFIERS- *Spirituality

This document presents a review of the literature that examines the relationship of spiritual centeredness to the development of a positive self-concept and good mental health, emphasizing the Judeo-Christian concept of spirituality, but discussing other concepts as well. The review focuses on three areas: coping skills, self-concept, and values development. Articles reviewed were located through a search of the Educational Resources Information Center (ERIC) system and the ALICE system at the Ohio University library, using the headings "Religion or Religious," "Mental Health," and "Education." Chapter 2, the review of the literature, begins with a definition of spirituality, and then discusses articles under the following headings: coping skills, self-esteem, moral values, and negative aspects of religion. This literature suggests that the realm of spirituality can be used as a productive tool for maintaining mental health among those who are open to such a tool, but that care should be taken in respecting the beliefs and values of the individual. Chapter 3 discusses the use of spirituality as a tool for maintaining mental health, analyzing evidence found in the literature and offering an interpretation based on this analysis. Chapter 4 summarizes the work, drawing conclusions from the analysis and offering recommendations for further development. A four-page bibliography is included. (TE)

Clark, Burton A.
Comparison of Group Climate Scores between Executives from Functional and Dysfunctional Families of Origin.
PUB DATE- Oct 89
NOTE- 32p.; Paper presented at the Executive Fire Officer Conference (Fort Worth, TX, October 22-25, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Family Characteristics; *Group Experience; Males; *Postsecondary Education
IDENTIFIERS- Dysfunctional Families; *Family of Origin; *National Fire Academy

A major portion of the National Fire Academy (NFA) executive development curriculum includes group process and team building instruction. This material does not contain any information on the family of origin and its potential impact on the group process and team building capabilities of adults. This study examined whether there was a significant difference in group climate questionnaire scores between fire executives from functional and dysfunctional families of origin. A total of 70 Executive Fire Officer Program graduates participated in the study. Subjects were classified as functional (N=45) or dysfunctional (N=25), based on their scores on the Family of Origin Questionnaire. The mean scores for each of the seven items on the Group Climate Questionnaire were compared between the functional and dysfunctional groups and the overall mean scores were also compared using an unpaired t-test. The results indicated that there were no statistically significant differences in six of the seven mean scores. The "risk taking" item had the only significant difference. The overall mean for the functional group was 4.911 while the dysfunctional group overall mean was 4.566; the difference was statistically significant. These findings suggest that the family of origin experience does influence group dynamics. Developmental activities need to include family of origin instructional methodologies to help groups become more effective. (Author/NB)

ED 327 835 CS 010 392

A Guide to Selecting Basal Reading Programs.

Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 271p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basal Reading; Elementary Education; *Reading Instruction; Reading Materials; *Reading Material Selection; *Reading Programs; *Textbook Evaluation; Textbooks; Textbook Selection

IDENTIFIERS- Center for the Study of Reading IL

A series of nine booklets was developed to help members of textbook adoption committees, teacher educators, inservice leaders, and policymakers gather information, develop evaluation guidelines, and organize their findings as they select new reading programs and evaluate existing ones. Each booklet focuses on a specific aspect of instruction. Titles include: Beginning Reading and Decoding Skills; Comprehension I: The Directed Reading Lesson; Comprehension II: Skills and Strategies; Reading and Writing Instruction; Selections in the Basal Reader; Tests on Basal Reading Programs; Vocabulary Instruction; and Workbooks. Following the same organizational pattern, the booklets each begin with a brief discussion of findings from research and effective practice. This information is then used in the booklets as the basis for guidelines that focus attention on specific areas or points. Next, a teacher assistance section offers suggestions for ways to incorporate the booklet's information into instruction. Finally, a set of worksheets provides a means for organizing evaluation findings. A leader's manual contains instructions for the guide's use, as well as general information about basal reading programs and the textbook adoption procedure. (Author/MG)

ED 327 868 CS 212 637

Gillis, M. K.; Olson, Mary W.

Do College Students Who Plan before Writing Score Better on Essay Exams?

PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990). Best available copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *College Students; Constructed Response; *Essay Tests; Higher Education; *Planning; *Prewriting; Scores; Test Results; *Test Wiseness; Writing Tests
IDENTIFIERS- Writing Contexts

A study examined the differences in the essay exam scores of college students who did no planning, some planning, or extensive planning before writing answers to questions on essay exams. Subjects, 100 undergraduate education students enrolled in reading methods classes and 37 graduate reading students enrolled in a psychology of reading class, took part in regularly scheduled exams. Directions for the essay part suggested that they plan before writing their answers. The exams were graded and the amount of planning each student did was classified. An Analysis of Variance and follow-up Scheffe were conducted to see if there were differences in the scores achieved by students doing no, some, and extensive planning. Results indicated that students who did some planning scored better than students who did no planning, and students who did extensive planning scored better than students who did no or some planing. A follow-up study is being conducted to see if requiring planning on a second test will improve the scores of those who did no planning on the first test. (Two tables of data are included.) (Author/MG)

ED 327 933 EA 022 578

Tinzmann, Margaret Banker; And Others

Schools as Learning Communities. Video Conference 5. Restructuring To Promote Learning in America's Schools, A Guidebook.

North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 65p.; For other guidebooks in this nine-volume series, see EA 022 574-582.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Community Cooperation; Community Coordination; Community Involvement; Community Role; Elementary Secondary Education; Interactive Video; *School Community Relationship; *School Restructuring; *Teleconferencing

Ways in which schools and communities collaborate to create a learning community are described in this fifth guidebook in a series of nine video conferences on school restructuring. Extended school and community roles include enrichment of the learning environment, coordination of a learning support network, and expansion of the community of learners. Also provided are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, information on course credit, a list of supplementary materials, 37 references and a list of organizations to contact for videos, and a list of 9 regional resources. Biographical information is supplied on the conference presenters. (LMI)

ED 327 949 EA 022 608

Fyans, Leslie J., Jr.; Maehr, Martin L.
School "Culture," Motivation, and Achievement. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; MetriTech Inc., MI.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 51p.; Not to be conflused with EA 022 607, a different report with same title.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Educational Environment; Elementary Secondary Education; *Learning Activities; Models; Psychological Studies; *Student Motivation
IDENTIFIERS- Illinois; *School Culture

Recent research on motivation and education has focused on the psychological environment of the classroom. Special consideration has been given to perceived stresses on goals, purposes, and meanings of learning activities and the relationships of these to motivation and achievement. The study summarized in this paper builds on this work, especially on the conceptualization of a psychological environment. Taking advantage of an extensive student achievement study conducted in association with a statewide assessment program, researchers surveyed over 16,000 students in 4 different grade levels in 820 Illinois schools regarding perceptions of school goal stresses ("school culture"). Their responses were considered in relationship to measures of motivation and achievement, using causal modeling techniques. Results generally provided support for a causal model that links school culture to motivation and motivation to achievement, though the relative importance of school culture varied at different school levels. Additionally, the five culture dimensions (accomplishment, power, recognition, affiliation, and overall sense of school mission) varied in importance as predictors of motivation. (32 references) (Author/MLH)

ED 327 998 EC 233 210

Stack, Robert

Technological Adaptations To Increase Independence. Instructor's Guide.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

PUB DATE- 87

NOTE- 146p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Assistive Devices (for Disabled); Audiovisual Aids; *Caregivers; Communication Aids (for Disabled); Evaluation; Microcomputers; Mobility Aids; Needs Assessment; Postsecondary Education; Sensory Aids; *Severe Disabilities; *Staff Development; *Teaching Methods; *Technology; Values

IDENTIFIERS- Positioning (of Disabled)

This manual is designed to help instructors implement a caregivers' course covering the use of technological adaptations to increase independence of individuals with severe disabilities. The course includes 12 sections in 8 hours of instruction. Notes on implementation and content of each section are provided, as are sheets for overhead projection, worksheets, and handouts. The sections include: an introduction to the course; a videotape describing relevant technology; a lecture on values and philosophy behind assistive technology; a group activity on assessment of individual needs; a small-group activity on seating and positioning; a discussion of mobility; a halftime summary; introduction to the second half; a lecture, demonstration and small-group activity on environmental controls; a videotape, demonstration, and discussion of adaptive devices; a lecture/demonstration of computer use techniques; and a course summary. A glossary and list of 14 references are included. (PB)

ED 327 652   CE 056 655

Education for Tomorrow's Workforce. Hearing before the Subcommittee on Exports, Tax Policy, and Special Problems of the Committee on Small Business, House of Representatives, One Hundred First Congress, Second Session (Las Vegas, Nevada).

Congress of the U.S., Washington, DC. House Committee on Small Business.

PUB DATE- 8 Jun 90
NOTE- 119p.; Appended materials present various legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; Educational Improvement; Educational Needs; Educational Trends; Education Work Relationship; *Employer Attitudes; *Employment Potential; Federal Programs; *Futures (of Society); Hearings; *Job Skills; *Job Training; *Labor Force Development; Postsecondary Education; Secondary Education; State Programs
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Congress 101st; Nevada

This document records the oral and written testimony of several small business owners and a Nevada Department of Education official at a Congressional hearing about education and today's work force. The business owners' testimony indicated the difficulty they have finding workers who can read, write, and think, and who are willing to be trained. It was also suggested that most of their workers lack a work ethic and that schools should spend more time educating students to find and keep a job and to get along in the real world. The educator's testimony noted the difficulties schools face in having a teacher-student ratio that is small enough to allow supervised work programs, as well as the problems teachers face with students who come from poorly functioning homes and uncaring parents. Comments from Congressional representatives noted that the federal government wants to help educate and train workers and indicated that the Carl D. Perkins Vocational Education Act contains provisions that could help, but schools and businesses do not always know how they can use the programs provided. Examples of Nevada programs helping to educate students and workers for jobs were presented. Appendixes contain various opening and prepared statements and other materials submitted for the record. (KC)

ED 327 696 CE 056 753

Older Displaced Workers Write To Read: A Computer-Assisted, Work-Related Basic Skills Program Using the Process Approach to Writing. Final Report.

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jul 90

NOTE- 149p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Artificial Speech; *Computer Assisted Instruction; Computer Literacy; *Courseware; Dislocated Workers; Literacy Education; *Middle Aged Adults; Outcomes of Education; Sight Method; Teaching Methods; *Tutoring; *Writing Instruction

IDENTIFIERS- Workplace Literacy

A project was developed to teach literacy to adult students over 40 years old, using job-related materials in a computer-assisted approach with volunteer tutors. The project used the Penn State Adult Literacy Courseware, consisting of six computer-based modules and an Apple IIGS microcomputer. Volunteer teachers already working with adult students at the test site were recruited for participation in the project and trained in using the courseware. Adult students reading at a sixth-grade level or below who were unemployed or underemployed were targeted for the program. Tutors helped students work on modules that met their needs and interests. Throughout the project and at the end, 13 students and 14 tutors were asked about their attitudes and impressions of the project. Evaluation indicated that tutors and students showed positive attitudes and interest in the courseware. Many volunteer tutors were able to use the computers and courseware with their students by the end of the project, and students showed gains in reading and writing ability. Many student/tutor pairs were still working with the computers/courseware at the end of the project and planned to continue. The project proved, however, that learning to use computers takes time as well as support for tutors and students. (Sixteen appendices contain responses to the student attitude, student closeout, tutor attitude, and tutor closeout surveys; tutor guidelines; a 29-page program manual; a 35-page tutor's guide to the courseware; responses to the advisory board questionnaire; and guidelines for creating courseware lessons.) (KC)

ED 327 821 CS 010 378

Pollock, John S.; And Others

Language Development Component Compensatory Language Experiences and Reading. CLEAR-Reading Recovery Program, 1989-90. Final Evaluation Report.

Columbus Public Schools, Ohio.

PUB DATE- Dec 90

NOTE- 89p.; For 1988-89 report, see ED 315 748.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Compensatory Education; Early Intervention; Grade 1; High Risk Students; Individualized Reading; Primary Education; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; *Remedial Reading; Underachievement

IDENTIFIERS- *CLEAR Reading Recovery Program; *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Metropolitan Achievement Tests

The 1989-90 Compensatory Language Experiences and Reading-Recovery (CLEAR-RR) Program of the Columbus, Ohio Public Schools was implemented to provide early intervention to 514 underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. Specially trained teachers provided one-on-one half-hour daily lessons during the school year. The 184 pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons or were successfully discontinued from the program and reported valid scores for the pretest and posttest. The major evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests (MAT6). Results indicated that the program met each of the three desired outcomes: (1) over half of the students had a normal curve equivalent gain of 3.0 or better; (2) 90% of the students were not retained in the first grade; and (3) 95% had parental involvement in the program. Findings support continuation of the CLEAR-RR program. (Eight additional recommendations and 24 tables of data are included; survey instruments are attached.) (RS)

ED 327 883 CS 507 352

Logue, Brenda J.

A Captive Audience: Debating in a Maximum Security Prison.

PUB DATE- 20 Nov 89

NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audience Response; *Correctional Institutions; *Debate; Higher Education; Interviews; *Prisoners; *Public Speaking; *Research Methodology

IDENTIFIERS- Debate Tournaments; Maryland State Penitentiary; *Maximum Security Facilities; Towson State University MD

Towson State University (TSU) conducted a public debate series within the Maryland State Penitentiary, that state's maximum security lockup. Following delays due to an escape and subsequent lockdown that preceded the first scheduled debates, the prison program began in 1983 with TSU students debating the right to privacy. The continuing prison debate series was subjected to the interpretive approach of account analysis. Student debaters and inmate observers were asked such questions as why they took part, what benefits they received, whether the program should continue, and how the prison debates compared to other debating experiences. Students mostly felt that the debates occurred simply because TSU was asked to stage them. The consensus of the prisoners was that the debates offered something to do. Debaters found value in being able to enter the prison and view the inmates. The students felt that the program should continue, and many rated the program highly among their forensic experiences. Such an account analysis approach to research into debating programs may help program directors uncover what participants view as the values of audience debate, and enable the directors to confirm or negate what they surmise to be benefits. (SG)

ED 327 966 EA 022 638

Kiritz, Norton J.
Program Planning & Proposal Writing. Expanded Version. Grantsmanship Center Reprint Series.
Grantsmanship Center, Los Angeles, CA.
PUB DATE- 80
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Evaluation Methods; Financial Support; *Fund Raising; *Grants; *Grantsmanship; Needs Assessment; Program Budgeting; *Program Development; *Program Proposals; *Proposal Writing; Research Proposals

Designed to assist both grantmaking agencies and applicants for funding, this proposal format describes and provides examples of the components of program planning and proposal writing. Each of the components is followed by a checklist. The first component clearly and concisely summarizes the request. The proposal introduction describes the agency's qualifications or "credibility." The problem statement or needs assessment documents the needs to be met or problems to be solved by the proposed funding. The objectives component establishes the "outcomes" of the activities in meeasurable terms. "Methods" describes the activities to be employed to achieve the desired results. "Evaluation" presents a plan for determining the degree to which objectives are met and methods are followed. The component headed Future or Other Necessary Funding describes a plan for continuation beyond the grant period and/or the availability of other resources necessary to implement the grant. Finally, the budget clearly delineates costs to be met by the funding source and those to be provided by the applicant or other parties. (MLF)

ED 328 061 FL 018 982

Safty, Adel
Insights from the French Immersion Experience in Canada.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (24th, Nashville, TN, November 17-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Educational Environment; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; Learning Processes; Program Effectiveness; Public Opinion; *Second Language Programs; Student Characteristics; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Canada

Canada's French immersion program began in 1965 in response to anglophone parent demand for bilingual French/English instruction. Instruction entirely in French begins in kindergarten, and formal English instruction begins in third grade. The program's popularity has caused rapid expansion, with success attributed to changing attitudes toward second language learning, growing acceptance of Canada's bilingual character, empirical research about the benefits of bilingualism, and perception of the role of bilingual competencies in socio-economic mobility in Canada. Most immersion students are anglophones, most teachers are native francophones, and parents are actively involved. The instructional approach used emphasizes the communicative function of language. Five major immersion principles are applied, including: (1) it is possible to recreate in the school a natural imitative environment resembling that of first language acquisition; (2) early second language exposure is most effective; (3) learning a language is learning to use the language; (4) language similarities and transfer of knowledge are more significant than interferences in language learning; and (5) children are more interested in content than in the form of instruction. While French immersion is based on a curriculum identical to that of English-language instruction, the immersion classroom can also act as a meeting point of different cultures. (MSE)

ED 327 757 CG 023 061

Dworkin, Sari H.

Female, Lesbian, and Jewish: Complex and Invisible.

PUB DATE- Aug 90

NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Homosexuality; *Jews; *Judaism; *Lesbianism; Religious Discrimination; Religious Factors; Self Actualization; Self Concept; Self Esteem; *Social Bias; *Social Discrimination

Managing a marginal identity different from the dominant culture is a difficult process. For a woman who is a lesbian and also Jewish, this means feeling marginal in each of the communities she considers to be her primary support systems. Within the Jewish community, lesbianism is not acceptable, and within the lesbian community, there is often anti-Semitism. This paper begins by briefly discussing some historical and religious issues of relevance to the empowerment of women within Judaism and to coming out as a Jewish lesbian. It then explores the process of coming out as a Jewish lesbian within the framework of a four-stage model of the coming out process that is generally accepted as the theory for the development of a lesbian identity. From the perspective of this framework, the acceptance of two marginal identities is examined. Implications for counselors working with Jewish lesbians are discussed. (Author/TE)

ED 327 668 CE 056 686

Clark, Burton A.

Comparison of Achievement of Students in On-Campus Classroom Instruction versus Satellite Teleconference Instruction.

PUB DATE- Mar 89

NOTE- 9p.; Paper presented at the National Conference on Teaching Public Administration (12th, Charlottesville, VA, March 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Distance Education; *Fire Fighters; *Fire Science Education; Government Employees; *Instructional Effectiveness; *Management Development; *Outcomes of Education; Postsecondary Education; Professional Development; Student Motivation; Teaching Methods; *Teleconferencing

IDENTIFIERS- National Fire Academy

A study compared the test scores of National Fire Academy (NFA) students who received on-campus classroom instruction and students who received the same instruction delivered by satellite teleconference. Following a review of literature that indicated no significant difference in test scores between on-campus classroom students and teleconference students, a controlled study was set up. The subjects were males between 35 and 55 years of age who held chief officer positions in fire departments around the country. The control group consisted of 34 students attending an executive development course at the NFA, and the experimental group consisted of 35 students attending a teleconference site. The test instrument developed for this study was a criterion-referenced, multiple-choice, 10-item test, examined for reliability and validity. Both groups received identical lectures, one live and one taped. The satellite teleconference group had a mean score of 7.3, whereas the control group had a mean score of 9.6. It is concluded that although the on-campus group scored higher on the test, both groups did learn. The difference may be in student motivation to use the information; however, the study demonstrated that teleconferencing was less effective than classroom instruction. It is recommended that comprehensive instructional development technology should be included in the design and implementation of teleconferences in order to increase learning. (KC)

ED 327 728 CE 056 819

Owens, Thomas R.; And Others
Issues Surrounding Entry-Level Workers. A Policy Report.
Northwest Policy Center, Seattle, WA.; Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Nov 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Corporate Education; *Employee Attitudes; Employer Employee Relationship; *Employment Practices; *Entry Workers; Industrial Training; *Innovation; Job Training; *Labor Force Development; Personnel Management; Retraining; Surveys; Work Attitudes

A study examined innovative workplace practices in companies that employ significant numbers of entry-level workers. In Phase 1 of the study, a literature review was undertaken, and interviews were conducted with human resource directors in 58 companies in the Pacific Northwest nominated as exemplary in their work with entry-level workers. Employers reported shortages in numbers of qualified applicants for entry-level positions and concern over basic skills deficiencies. Nine areas of promising practices were identified: employee involvement; child care; family and community concerns; recruiting; training; supervision; motivation; business-education partnerships; and handicapped and special needs employees. Phase 2 consisted of a written survey of entry-level workers in randomly sampled companies in Hawaii and Oregon. It focused on their views regarding characteristics of today's work force, their perceived training needs, relevance of their high school training, ways to improve workplace quality, and their assessment of the relative importance of various worker benefits. Over 80 percent indicated they liked the place where they worked and got along with supervisors and peers. Recommendations to improve the workplace included improved pay and benefits; different management style; improved teamwork; and improved training. Recommendations were made regarding implementation of promising practices. (Ten references and preliminary findings are appended.) (YLB)

Geffen, Michael; Kaplan, Earl
Divorce and Bar Mitzvah: A First Look.
PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Rearing; Conflict Resolution; *Divorce; Family Environment; *Family Involvement; Family Problems; Intervention; Jews; *Judaism; *Parent Counseling; Parent Participation; *Religious Education; Religious Factors
IDENTIFIERS- *Bar Mitzvah; *Bat Mitzvah; Rabbis

After an introductory discussion and review of literature on divorce among Jewish families, this document presents and analyzes two case studies which show the adverse effect of divorce and child-custody battles on the children of Jewish families who subsequently plan a B'nai Mitzvah (Bar or Bat Mitzvah) ceremony--a joyous ritual of initiation into adulthood and religious life that traditionally calls for the participation of both parents. In the first study, a young girl's Bat Mitzvah is disrupted by a dispute between the mother and father over the seating of the father--either on the pulpit with the mother or with his second wife in the congregation. The outcome of this unresolved conflict is an emotional breakdown during the service by both father and daughter, which irrevocably mars the occasion for the daughter. The second case study, of a son's bar mitzvah involving a divorced couple where the noncustodial father has moved far away and abandoned all support for the mother and son, shows a counterexample of a successful and healing accommodation, owing to the timely mediation of the rabbi, prior to the ceremony. A brief discussion follows, emphasizing the importance of the rabbi's role in recognizing and dealing with reactive unconscious guilt of divorced parents prior to the B'nai Mitzvah ceremonies. (TE)

ED 327 774 CG 023 078

Satcher, Jamie F.; Dooley-Dickey, Katherine

The Americans with Disabilities Act of 1990: Implications for Rehabilitation Counselors, Employers, and Persons with Disabilities.

PUB DATE- Feb 91

NOTE- 17p.; Paper presented at the Annual Professional Development Symposium of the National Rehabilitation Counseling Association (8th, Cincinnati, OH, February 8-9, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accessibility (for Disabled); Compliance (Legal); *Disabilities; Employer Employee Relationship; *Equal Facilities; *Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; *Handicap Discrimination; Job Development; Labor Legislation; Normalization (Handicapped); Vocational Adjustment; Work Environment

IDENTIFIERS- *Americans with Disabilities Act 1990

This paper provides a basic overview of the employment provisions of the Americans with Disabilities Act of 1990 (ADA), which mandates equal access, protection, and opportunity for persons with disabilities in four major areas: employment, telecommunication, transportation, and public services and accommodations. It notes that the employment provisions of ADA require that the hiring and employment policies of employers with more than 25 employees be nondiscriminatory, and that employers provide reasonable accommodation to the known limitations of a qualified person with a disability. It is suggested that, in view of the widespread changes in hiring and employment practices likely to result from ADA, rehabilitation counselors may be called upon to play several roles in helping employers to comply with this legislation, including: (1) understanding a job applicant's functional limitations; (2) determining the reasonable accommodations that may be used with a particular job applicant; (3) identifying incentive programs to help employers with the costs of providing accommodation; and (4) identifying a pool of potential job applicants with disabilities. Possible implications resulting from enactment of the ADA for employers, rehabilitation professionals, and persons with disabilities are suggested, and references are included. (TE)

ED 327 852 CS 212 619

Children and Books. Children and Language Series.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 83
NOTE- 65p.; Photographs may not reproduce clearly. For other titles in this series, see CS 212 616-620.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Early Childhood Education; Elementary Education; Foreign Countries; *Language Acquisition; *Language Skills; Metalinguistics; Reading Aloud to Others; Reading Instruction; *Reading Interests; Reading Materials; Theory Practice Relationship
IDENTIFIERS- Australia (Tasmania); *Emergent Literacy; Language Functions; Literacy Events; Reading Motivation

Intended for teachers in Tasmania, this booklet discusses the importance of providing well chosen books for children at an early age. The booklet suggests that from the earliest years, in home and school, the young child needs a supply of books that are read aloud by adults who encourage the child to talk about the story and the child's experience of the world. The booklet also suggests that during shared investigation of a story the child comes to learn how to handle a book and how books are organized. Chapter titles include: (1) The Imaginative and the Informative in Children's Books; (2) Beyond Initial Reading: Developing the 'Reading' Child; (3) Late Primary Years: The Range Is Immense; and (4) Poetry for Children: The Pleasure of Language. Numerous black and white photographs illustrate the text. (MG)

ED 327 900 CS 507 379

Hawken, Leila; And Others

The Relationships among Communicative Competence, Roommate Rapport, Loneliness and Persistence in College.

PUB DATE- Nov 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Environment; College Freshmen; Communication Research; Communication Skills; Educational Research; Higher Education; *Interpersonal Communication; Interpersonal Competence; *Loneliness; Speech Communication
IDENTIFIERS- Communication Context; *Compatibility (Social); *Roommates

A study investigated the influence of interpersonal variables, such as communicative competence, loneliness, and roommate rapport, upon persistence in college. The study includes self-reports as well as reports of roommates' behaviors. Subjects were 200 freshman students (out of a total of 350) who participated in several sections of a freshman-level orientation seminar at a small, private university in the Northeast. Results indicated significant multiple relationships between roommate rapport and self-reports, and reports of roommates' communicative competence. Significant multiple correlations were also found between loneliness and self-reports and reports of roommates' communicative competence. Significant relationships were observed for loneliness and roommate rapport and university satisfaction. Those students who persisted as opposed to those who left the institution differed on levels of social confirmation and loneliness. (Author/MG)

ED 327 917 EA 022 524

Bamber, Chrissie; And Others
Public School Choice: An Equal Chance for All?
National Committee for Citizens in Education, Columbia, Md.
SPONS. AGENCY- Edward John Noble Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 90
NOTE- 34p.; This booklet was also supported by a grant from The Island Fund.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Access to Education; Educational Environment; Educational Opportunities; Elementary Secondary Education; *Equal Education; Governance; *Nontraditional Education; *Public Schools; *School Choice; School Districts

Guidelines for creating equitable public school choice programs are offered in this booklet. Section 1 discusses the elements essential to a good public school choice, plan: the reasons for interest in school choice; choice plans in private and independent schools, the history of the school choice movement; and the influences of parents, teachers, and the community on choice plans. The second section describes the ideal school design, learning environments and styles, specialized and alternative programs, and governance plans. Characteristics of good school choice programs are offered in section 3 and considerations for school selections are discussed in section 4. The fifth section describes means for involving and ensuring equal access to all families. The final section describes five successful programs in Cambridge, Massachusetts; East Harlem, New York; Minnesota; Montclair, New Jersey; and Richmond, California. A conclusion is that public school choice must be available to all populations, including disadvantaged groups such as the poor, minorities, and non-English speaking. The appendix lists 12 helpful references. (LMI)

ED 327 984 EA 022 688

Martin, James A.; McGee, Mildred L.

Quality Circle/Site-Based Management Implementation in Public School Districts.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrative Change; Administrative Organization; Change Strategies; Elementary Secondary Education; Management Development; *Management Systems; Management Teams; *Participative Decision Making; *Public Schools; *Quality Circles; *School Based Management; School Districts; Teacher Administrator Relationship

Quality Circle/Site-Based Management (QCSBM) concepts were introduced into educational administrative structures during the early 1980s. The scarcity of comprehensive research that focuses on QCSBM implementation in public school districts was the catalyst for this exploratory study. Fifty-five of 100 administrators and consultants in 24 states responded to research questions designed to identify districts that had implemented QCSBM programs, to determine the impetus for implementation, and to solicit the respondents' perceptions of the results. Responses were given to the following questions: (1) What was the district's management structure prior to QCSBM? (2) What caused the district to move into QCSBM? (3) Which administrative faculty processes were utilized in QCSBM experiences? (4) What major variables are necessary for implementation? and (5) What are the advantages of QCSMB? A detailed account of results is provided. In general, those surveyed strongly identified with the philosophy that participative management and problem solving are critical to the people building skills of the education process as a whole. (EJS)

Remizoff, M.

A Five Year Longitudinal Study of Gifted and Talented Students: Grade 9--Post-High School Year. Volume 6. Summary Report.

Calgary Board of Education (Alberta).
PUB DATE- Dec 89
NOTE- 131p.; Volumes 1-5 (1,835 pages) contain detailed data on which this summary is based and have not been entered into the ERIC database. For these volumes, contact Calgary Board of Education, 515 Macleod Trail, S.E., Calgary, Alberta, Canada T2G 2L9.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Foreign Countries; *Gifted; Graduate Surveys; High School Graduates; High Schools; Interpersonal Competence; Longitudinal Studies; *Mainstreaming; Outcomes of Education; Postsecondary Education; *Special Schools; *Student Adjustment; *Student Attitudes
IDENTIFIERS- Alberta (Calgary)

The summary report describes a 5-year longitudinal study in Calgary (Alberta, Canada) of gifted and talented students from grade 9 through the post-high school year. Students had previously attended either a special school setting or were integrated with regular students in their home schools. The study examined: students' achievement; their progress and well-being in academic, social, and personal domains; course work; transition from junior high to senior high school; high school graduation; and preparedness for post-high school life. Subjective data obtained included the views of students, parents, and teachers over the 5 years. Objective data included student scores on tests and academic grades. Additional data included students' areas of strengths and weaknesses, choices made by students, activities engaged in, and recognitions they received. General findings included: students on the whole were successful, well-adjusted individuals; special school and mainstreamed students were comparable with respect to skills, abilities, and progress in academic, personal, and social domains; achievement of the two groups of students was generally comparable; students who had attended the special school were more likely to report satisfaction than mainstreamed students; and fewer special school than mainstreamed students reported social adjustment problems at the postsecondary level. (DB)

ED 328 030 EC 233 244

Harbin, Gloria L.; And Others
Status of States' Progress in Implementing Part H of P.L. 99-457: Report #2 and Executive Summary.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- 9 Oct 90
NOTE- 46p.; For the 1989 report, see ED 319 169.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Early Intervention; Educational Policy; Federal Legislation; Federal Programs; Infants; Legal Responsibility; *Policy Formation; Preschool Education; Program Development; *Program Implementation; Public Policy; *State Programs; Toddlers
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; Individualized Family Service Plans

This study assesses progress made by the states, as of 1990, in the implementation of the 14 components of Part H of Public Law 99-457, the Education of the Handicapped Act Amendments, 1986. Fifty out of 51 jurisdictions completed the State Progress Scale, which contains items for each of the 14 components and determines the stages of policy implementation: policy development; policy approval; and policy application. Two major messages emerged from the study: (1) that a major national effort is being made to comply with the complex set of requirements that are a part of this legislation and that status of the states has considerably improved over the first administration of the State Progress Scale a year earlier; and (2) that most states have not yet obtained official approval for their policies. The states were farthest along in establishing definitions of developmental delay and procedures for developing individualized family service plans, a child find system, a central directory, and contracting services. Those components of the law that showed the least progress in policy development were the development of data systems, procedures for assigning financial responsibility, interagency agreements, and timely reimbursement. Instructions for completing the assessment instrument are included in an appendix.

ED 328 045 EC 300 010

Kluwin, Thomas N.

Consumer Motivated Research to Development: The Rationale for the National Research to Development Network. Progress Reports. Report No. 1. National Research to Development Network for Public School Programs for the Hearing Impaired.

Gallaudet Research Inst., Washington, DC.

PUB DATE- Mar 89

NOTE- 15p.; For report #3, see EC 300 011.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; *Educational Research; Elementary Secondary Education; Emotional Development; *Hearing Impairments; Institutional Cooperation; Models; Participatory Research; Research and Development; Research Methodology; Social Development; Writing Skills

IDENTIFIERS- *National Research to Development Network

The initial report of the National Research to Development Network for Public School Programs for the Hearing Impaired provides a review of objectives and process in educational research, a description of the network, and descriptions of three completed or ongoing projects. A brief history of educational research and development precedes a discussion of traditional models of school-university cooperation. Contrasted is the discursive model of interactive research which stresses reciprocity between the researcher and the researched. A seven-step process which involves participants in effective educational research is proposed to include: (1) problem identification; (2) problem definition; (3) preliminary research; (4) project development; (5) project review; (6) the pilot project; and (7) proposal development and external funding. Described next is the network of 16 programs (mostly city or county-wide school systems) providing data for a longitudinal study of public school programs. A completed project to improve writing skills of hearing impaired students through use of dialogue journals is briefly described as are ongoing projects in the areas of social and emotional adjustment of hearing impaired students and postsecondary planning. Information is also provided on putting the research team together and practical problems in implementing a discursive model of research. Includes 10 references. (DB)

Competency Index for Building Trades Programs in Missouri. A Crosswalk of Selected Instructional Materials against Missouri's Competency Profile.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Trades; *Competence; Competency Based Education; *Construction (Process); *Course Content; Curriculum; *Instructional Materials; *Job Skills; Matrices; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Missouri

This index was developed to help building trades instructors in Missouri use existing instructional materials and keep track of student progress on the VAMS system. The list was compiled by a committee of instructors who selected appropriate references and identified areas that pertained to Missouri competencies. The index lists competencies in these 11 areas: basic skills; planning for construction; preparing the building site; building and installing forms; floor layout and framing; wall layout and framing; roof layout and framing; installing roofing components; installing exterior finishes; installing interior finishes; and assembling and constructing stairs. Each competency is then listed in a matrix that identifies where it appears in one or more of the six text references and one videotape set selected to be used in the course. (KC)

ED 327 683 CE 056 718

Multinational Investment: Opportunity and Challenge.
International Association of Personnel in Employment Security,
Frankfort, KY.
PUB DATE- 88
NOTE- 76p.; For other issues of this journal, see CE 056 715-720.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Adult Education; Adults; *Economics; Employment
Services; Federal Legislation; Foreign Countries; *Global
Approach; International Cooperation; *International Relations;
*International Trade; *Investment; *Labor Market; Labor Needs;
Labor Supply; State Legislation; State Programs; World Affairs
IDENTIFIERS- Employment Security; Japan; *Multinational
Corporations; Spain; Taiwan; Uganda

This volume of an annual journal contains nine articles focusing on the internationalization of the world's economy and business and how employment security and employment and training programs can be involved. The opening article, "Foreign Investment Euphoria Hides Community Upheaval" (W. Scott Boyd), provides an overview of the volume which is organized in two parts. In part I, views and examples from the United States are presented in the following articles: "The Economic Climate of Multinational Corporations" (Brian Bosworth); "For Sale! Examining Attitudes" (Bruce Wilson); "Positioned for Partnership: Indiana's Employment and Training Experience with the Subaru-Isuzu Automotive, Inc. Project" (R. Joy Partridge-Ullrich, Thomas Heeter); and "The Border Industrialization Program: Mexico's Maquiladora Initiative" (John Stine). In part II, the following articles provide information on examples from around the world: "The Uganda Situation" (Sylvester Kabito); "Spain: Assisting Foreign Investment" (Jose Somalo); "Labor Supply and Demand in Japan" (Shuichoro Ogura, Katsuki Ikeda); and "Republic of China's Economic 'Miracle' Based on Foreign Trade, Development" (Pei-chi Chang, Andy Jo). (YLB)

ED 327 758 CG 023 062

Hull, Kathleen V.
Special Problems of the Elderly.
PUB DATE- Feb 90
NOTE- 34p.; M.Ed. research paper, Midwestern State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- *Dissertations/Theses - Undetermined (040)*
DESCRIPTORS- Adult Children; Age Discrimination; *Aging (Individuals); Death; *Educational Gerontology; Educational Opportunities; Employment Opportunities; *Frail Elderly; Life Satisfaction; *Older Adults; Parent Child Relationship; Recreational Activities; *Retirement; Sex Differences; Social Support Groups; Stress Management; Widowed

Within the next 40 years, people age 65 and over will comprise 20% of the population, yet problems facing this older generation and their families are just coming to the attention of researchers and the public. Accordingly, this literature review focuses on the special needs of older adults and their families. After an introductory overview, the paper first reviews studies on adjustment to retirement, addressing issues such as cultural stereotypes, sex differences in adjustment, factors influencing survival rates, successful approaches to post-retirement job seeking, and marital well-being after retirement. The second part of the paper reviews research on social support networks among the elderly, including spouses, children, friends, and hired caregivers. The third section reviews studies of issues related to coping with the death of a spouse, role loss and other stressful transitions common to older adults. The fourth section addresses research on the availability and use of educational opportunities by the aged. The fifth section covers research on the correlates of life satisfaction among the elderly. These include educational level, health, income, marital satisfaction, and relationships with children. The final section reviews studies of leisure activities among older adults, including studies of what motivates older adults to pursue various kinds of leisure activities and the beneficial effects of such activities on life satisfaction. The paper concludes with a series of recommendations based on these findings for communities, families, and counseling professionals. Thirty-four references are included. (TE)

ED 327 790 CG 023 094

Doll, Elizabeth
Development of a Youth Worker Position on the Multi-Disciplinary Team in a Short Term Residential Crisis Center for Adolescents.
PUB DATE- 14 Dec 90
NOTE- 32p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Caseworkers; Cooperation; *Crisis Intervention; Decision Making; *Interdisciplinary Approach; *Mental Health Workers; Problem Solving; *Teamwork; *Youth Agencies; Youth Problems

The present structure of the multi-disciplinary team in crisis centers for adolescents lacks training for youth workers in the decision-making process. This report discusses the development of a youth worker position on a multi-disciplinary team in a short-term residential crisis center for adolescents. Three youth workers, for a period of 3.5 weeks, participated in a multi-disciplinary team whose objectives were to improve the youth workers' decision-making abilities, to change the role of the discipline within the agency, and to evaluate the training. The report is divided into five chapters: (1) introduction; (2) a study of the problem; (3) goals and objectives; (4) solution strategies; and (5) results, conclusions, and recommendations. Survey results indicated a very positive response from participating youth workers and a sense that the objectives had been reached. The report concludes with plans to legitimize the system in the future. A one-page bibliography is included, and pre- and post-implementation questionnaires are appended. (TE)

ED 327 806 CG 023 110

Tashakkori, Abbas; Thompson, Vaida D.

Race Differences in Self-Perception and Locus of Control during Adolescence and Early Adulthood.

PUB DATE- Aug 90

NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Attribution Theory; Blacks; High Schools; High School Students; *Locus of Control; Longitudinal Studies; *Racial Differences; Self Efficacy; *Self Esteem; *Sex Differences; Whites; *Young Adults

Data from a longitudinal sample of 14,721 White (7,193 male, 7,528 female) and 5,197 Black (2,400 male, 2,797 female) respondents tested first between ages 16 and 19 and in two follow-ups were explored in relation to Black-White, male-female differences in self-esteem and causal orientations. On general self-esteem scores, Blacks rated themselves more positively than did Whites. Blacks also rated themselves more positively on specific self-beliefs, (e.g., social attractiveness), although the magnitude of differences in such cases was quite small. On control measures, Blacks perceived greater external control pertaining to both cultural events and personal efficacy, although they had slightly greater expectations about future academic success. Results about general and personal self-efficacy of Blacks are somewhat inconsistent with earlier reports. Females tended to show less self-efficacy than males, but there were no interactions of race and sex. Even in the presence of significant effects for race and/or sex, mean differences tended to be relatively small. The findings suggest that, although differences exist between races and between sexes, they are rarely of large magnitude, and they tend to dissipate over time as adolescents leave school and become adults. (Author/NB)

ED 327 836 CS 010 394

Ediger, Marlow
The Philosophical Arena and Reading.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Existentialism; *Platonism; *Reading Instruction; Reading Programs; *Realism
IDENTIFIERS- *Experimentalism; *Reading Motivation

Each plan for guiding pupils to read emphasizes an inherent philosophy or philosophies of education. Existentialism encourages reading by promoting free choice of reading material and relating decisions to results. A reading curriculum based on the tenets of realism would give the learner a view of the world as it actually exists. Experimentalism has much to offer in developing a functional reading curriculum. As such, a person can experience, but not know, reality as it truly exists. Idealists, on the other hand, believe that ideas represent ultimate reality in life. Because obtaining universal content through intellectual endeavors is the goal of the idealist, the duty of the learner is to move in the direction of the "Universal Ideal" or "Infinite Mind." Each of these philosophies can contribute to reading instruction. In any case, each student needs to attain optimally in the reading curriculum as well as in society. (SG)

ED 327 869 CS 212 638

The Newspaper as an Effective Teaching Tool: A Brief Introduction to the Newspaper in Education Concept. Revised.

American Newspaper Publishers Association Foundation, Washington, D.C.

PUB DATE- Nov 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; Freedom of Speech; Instructional Effectiveness; Interdisciplinary Approach; Literacy; *Newspapers; *Reading Instruction; Resource Materials; Social Studies; *Supplementary Reading Materials; Teaching Methods; Writing Skills
IDENTIFIERS- *Newspapers in Education

Intended to provide readers with a variety of classroom activities using newspapers, this booklet begins with a brief explanation of the Newspaper in Education program. The following chapter discusses the various uses of the newspaper in the school curriculum, giving special consideration to the number of newspapers needed; the "how" of instructional use; teaching about the newspaper; teaching about the role of the press in a free society; the newspaper in developmental reading, remedial reading, and literature; the newspaper for writing skills and grammatical skills; and the newspaper in the social studies, political science, economics, sociology, and other disciplines. The next chapter offers tips for getting started--contacting the newspaper and determining cost, methods of payment, and services provided. The following chapter discusses how to evaluate the newspaper's effectiveness in education, and the last chapter examines the newspaper as a resource in the classroom. (MG)

ED 327 934 EA 022 579

Horsley, Donald

Many Roads to Fundamental Reform: Getting Started. Video Conference 6. Restructuring To Promote Learning in America's Schools, A Guidebook.

North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 74p.; For other guidebooks in this nine-volume series, see EA 022 574-582.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Change Strategies; Educational Development; *Educational Innovation; Elementary Secondary Education; Interactive Video; *Organizational Change; Program Implementation; School Organization; *School Restructuring; *Systems Development; *Teleconferencing

The understanding and management of the changes called for by fundamental restructuring are discussed in this sixth guidebook in a series of nine video conferences on school restructuring. Offered are a summary of school improvement over the last 30 years, a systems framework for individual and team changes, and strategies for organizational change and implementation. Also included are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting the conference topics, information about other video conferences in the series and computer forums, course credit information, a list of supplementary materials, 45 references and 3 video sources, and a list of 9 regional resources. Biographical information is supplied on the conference presenters. (LMI)

Donnellan, Anne; Graczyk, Mary J.

How To Develop an Individual Plan. Instructor's Guide.

Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 88
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregivers; *Disabilities; *Individualized Programs; Life Style; *Needs Assessment; Planning; Postsecondary Education; Rehabilitation; *Skill Development; Staff Development; *Teaching Methods

This instructor's manual is designed to help in implementing a course for caregivers on individual planning for individuals with disabilities. Content notes and implementation notes for each section are provided, as are sheets for overhead projection, worksheets, and handouts. The course is organized into 19 sections to be administered in 8 hours of instruction. The sections include introductions and summarizations along with: an individual project and group discussion on the need for individual planning; a lecture on developing individual plans; a videotape, lecture, and discussion of the planning process; a lecture on organizing the individual planning meetings; a lecture and group exercise on selecting environments to inventory; an exercise and discussion on conducting general inventories; a lecture and group exercise on conducting an individual inventory; an overview and exercise studying the process of setting personal priorities; and an overview and exercise focusing on the evaluation process. (11 references) (PB)

ED 327 653 CE 056 656

Gold, Gerard G.
Improving Community Collaboration for Adult Literacy Programs in Maryland. A Training Guide.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Adult Programs; Agency Cooperation; Business Responsibility; *Community Cooperation; Community Organizations; *Corporate Support; Course Descriptions; *Illiteracy; Learning Activities; *Literacy Education; State Programs; Statewide Planning; *Training; Workshops

This training guide provides materials for a workshop for professionals in the adult literacy field. Broad purposes of the workshop are to improve adult literacy services in order to reduce illiteracy and to develop collaborative strategies involving employers at the community level in adult literacy activities. A content outline is accompanied by left-hand margin trainer suggestions. Worksheets are provided as necessary. Topics include current adult literacy problems, challenges, and progress in the community; help needed and help available; a review of the two purposes of the workshop; and community collaboration competencies overview. These six competencies are considered: inventory influential employers and other community organizations; enhance collaborative potential of employers and other community organizations; be persuasive in developing collaborative adult literacy activities; prepare adult literacy action priorities; facilitate and implement collaborative adult literacy activities; and monitor, assess, and improve the quality of local collaboration for adult literacy. The final activity of the workshop is a summary of what was learned and its usefulness. (YLB)

ED 327 715 CE 056 777

Engelbrecht, Nancy; And Others

Pedestal Grinder.

Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 26p.; For related documents, see CE 056 774-778.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Instructional Materials; Job Skills; Machine Tool Operators; *Machine Tools; *Manufacturing Industry; Mechanical Equipment; *Occupational Safety and Health; Safety Equipment; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Drilling Tools

These instructional materials provide an orientation to the pedestal grinder for use at the postsecondary level. The first of eight sections defines 14 important terms. The second section outlines 16 rules for safe use of the pedestal grinder. The third section covers grinding wheels for five different types of materials. The fourth section outlines five different compositions of grinding wheels. The fifth section reviews factors in the care and storage of grinding wheels. The sixth section describes grinding problems, possible causes, and suggested corrections. The seventh section reviews five pedestal grinder operations. The eighth section outlines the following pedestal grinder activities: (1) check new grinding wheel for cracks; (2) replace grinding wheel; (3) dress grinding; (4) grind high speed tool bit; and (5) grind drill bit. Tools, equipment, and procedures lists are provided for each activity. Illustrations are provided throughout the text. A quiz is included after the sixth section. The answer sheet is included at the end of this guide. (NLA)

ED 327 884 CS 507 362

Go, Mae Jean

Organizational and Communication Strategies as Responses to Change: Continuing Education Programs in Corporate Settings.

PUB DATE- Nov 90

NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Continuing Education; *Corporate Education; *Nontraditional Education; *Organizational Communication; *Organizational Development; Postsecondary Education; Reentry Students; School Business Relationship

IDENTIFIERS- *Communication Strategies; *Corporate Culture

Upon the breakup of the American Telephone and Telegraph Company in 1984, one of its component parts, Pacific Bell, utilized a number of organizational and communication strategies in responding to the change. The company formed the Telesis Management Institute in 1985 with the mandate to provide educational directions and navigate the changes in corporate culture. One element of the institute, known as Self-Directed Education, has as a primary purpose the provision of educational degree and certificate programs on company premises. The effort includes accelerated degree programs and a "gateway" program designed to provide a strong foundation for math and English skills at the pre-college level. Furthermore, Self-Directed Education offers interpersonal educational consulting and performance development discussions between employee and supervisor. There is daily collaboration among the corporation, colleges, and universities. Since the introduction of the program, employee participation has increased sharply, and employees are bringing new skills and knowledge to the corporation. (SG)

ED 327 950 EA 022 609

Krug, Samuel E.

Leadership and Learning: A Measurement-Based Approach for Analyzing School Effectiveness and Developing Effective School Leaders. Project Report.

Illinois Univ., Urbana. Coll. of Education.; MetriTech Inc., MI.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 72p.; Revision of a December 1988 report.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Educational Environment; Elementary Secondary Education; *Instructional Leadership; Measurement Techniques; *School Effectiveness

Attending to the questions of how school leadership influences learning and achievement and what effective school leaders do, this document describes a measurement-based approach for studying and developing effective school leadership. The document details the conception, refinement, and psychometric properties of the Instructional Leadership Inventory (ILI), a self-report survey designed to assess the direct impact principals have on their schools. Responses regarding principals' efforts to define school mission, manage curriculum, supervise teaching, monitor student progress, and promote instructional climate and those responses regarding general characteristics of staff, school, and community are used in the ILI to uncover characteristics of effective leadership. Also described are the conception, development, reliability, and validity of the student version and teacher version of the Instructional Climate Inventory (ICI), a multiple-choice survey designed to flesh out and cross-check the information obtained via the ILI. Lastly, the document discusses the School Administrator Assessment Survey (SAAS), a modification of Maehr and Braskamp's SPECTRUM, which is designed to measure administrators' job satisfaction, commitment, self-concept, personal incentive, perception of job opportunities, and perception of instructional climate. Included are six tables and one figure. (46 references) (CLA)

ED 327 967 EA 022 640

McDonald, Geraldine; And Others

More Teachers, Fewer Pupils: A Study of the 1:20 Teacher-Pupil Ratio Policy in the Junior School.

New Zealand Council for Educational Research, Wellington.
PUB DATE- 89
NOTE- 107p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Class Organization; *Class Size; Educational Policy; Elementary Education; Foreign Countries; Grade Repetition; Program Evaluation; Reading Programs; Staff Utilization; Student Promotion; Teacher Effectiveness; *Teacher Student Ratio; Teacher Student Relationship
IDENTIFIERS- *New Zealand; New Zealand Reading Recovery Program

Using information gathered through a study funded by the New Zealand Minister of Education, this document examines the history and implementation of the New Zealand government's 1:20 teacher-pupil ratio policy first set in motion in 1985, pupil progress associated with the policy, and related literature about class size. The following papers, each accompanied by a list of references, are included: "Fleshing Out the Bones: The Origins and Development of the 1:20 Teacher-Pupil Ratio Policy in the Junior School" (Cathy Wylie); "Evaluation of the Implementation of the 1:20 Teacher-Pupil Ratio Policy in the Junior School" (Margery Renwick, June Vize, Lynne Smith); "Pupil Progress, Reading Recovery and the 1:20 Teacher-Pupil Ratio Policy in the Junior School" (Geraldine McDonald); "Class Size: A Review of the Literature on Class Size Relating to the Early Years of Schooling" (Valerie N. Podmore). Ten tables are included. (CLA)

Hall, Ernest
Variations in the Composing Behaviors of Academic ESL Writers in Test and Non-Test Situations.
PUB DATE- Jan 91
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Students; Comparative Analysis; English (Second Language); *English for Academic Purposes; *Essay Tests; Foreign Countries; Graduate Students; Higher Education; Individual Characteristics; Individual Differences; Second Language Instruction; *Test Anxiety; *Writing (Composition); *Writing Apprehension; *Writing Processes

While research on the composing process has revealed great variation among writers and among types of writers, research has largely ignored fluctuation in the writing behaviors of a single writer. A study contrasted both texts and behaviors of six graduate and undergraduate students of English as a Second Language (ESL) as they wrote a practice essay test with their texts and an actual English composition proficiency examination. Fluctuations were observed in the complexity of the texts generated, in the allocation of time to complete various activities, in the writers' pausing behaviors, and in the type of alterations made while writing. In addition, the six writers displayed six unique profiles. Results suggest that assessment needs to distinguish writing problems from language problems and that instructional processes need to attend to composing behaviors, accommodating students who are apprehensive about writing or anxious about tests. The findings also reinforce the long standing concern about the validity of assessing writing skills with a single writing sample. (Author/MSE)

ED 327 638　　　　CE 056 315

Workforce Trends. An Assessment of the Future by Employment Security Agencies.

Interstate Conference of Employment Security Agencies, Inc., Washington, D.C.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- Adults; *Demography; *Employment Patterns; *Employment Projections; Employment Statistics; *Futures (of Society); *Labor Market; *Labor Needs; Public Policy; State Programs; Statewide Planning; Unemployment; Young Adults

This summary report presents an overall assessment of future work force trends, both nationally and regionally, to the year 2000. It is intended to serve as a basis for understanding the principal forces affecting labor supply and demand over the next decade, particularly at the state and regional level. Statistics are drawn from state bureaus of employment services and from the Occupational Information System. Some of the factors affecting the labor market addressed by the report are the following: demographics, technological advances, political restructuring, economic trends, sociological forces, educational changes, and environmental effects. The report also lists emerging state work force policy issues: health care benefits, child care, cost of living, employer-based education and training programs, crime, clean air, and other concerns. (KC)

ED 327 669 CE 056 690

Veterans Employment and Training Programs. Report from the Committee on Veteran's Affairs (To Accompany H.R. 4087). 101st Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 27 Jun 90

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Finance; Educational Needs; *Employment Programs; Federal Aid; *Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; *Program Improvement; Student Financial Aid; *Veterans Education; Vietnam Veterans

IDENTIFIERS- Congress 101st; Proposed Legislation

This document reports on a bill (H.R. 4087) to amend Title 38 of the United States Code with respect to employment and training programs for veterans. By unanimous vote, the House Committee on Veterans' Affairs recommended passage of the bill as amended by the committee. The report first lists the proposed changes in the bill and then explains its major provisions. These provisions would: (1) provide employment and training information and services to individuals serving on active duty who are within 180 days of their discharge; (2) expand the duties of the Disabled Veterans Outreach program specialists to include provision of services to persons on active duty who are within 180 days of discharge; (3) expand the duties of the Local Veterans' Employment Representatives to serve the same group; (4) extend the definition of a veteran of the Vietnam era for eligibility purposes; (5) replace a Labor Department committee with another advisory committee related to training and employment; and (6) require the advisory committee to submit a report on employment and training needs of veterans and recommendations for improvement. The report then provides background and discussion of the bill, cost estimates, the viewpoint of the Veterans' Administration, and a section-by-section analysis of the bill. (KC)

ED 327 697 CE 056 754

A Comparative Study of Adult Education Indianapolis/Richmond. Third-Party Evaluator Final Report.
Indiana Opportunities Industrialization Center of America State Council, Indianapolis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 28 Sep 90
NOTE- 57p.; Handwritten participant comments will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Literacy; Adult Students; Cognitive Style; *Computer Assisted Instruction; *Conventional Instruction; Disadvantaged; Instructional Effectiveness; *Literacy Education; *Outcomes of Education; Program Effectiveness; Teaching Methods
IDENTIFIERS- Indiana (Indianapolis); Indiana (Richmond)

A study measured the effectiveness of traditional classroom instruction versus computer-assisted instruction (CAI) in raising the competency levels of adults enrolled in adult basic education (ABE) classes one grade level for each 80 hours of instruction. Classes were conducted in Indianapolis and Richmond, Indiana, from November 1988 to April 1990. Target population for the study was economically disadvantaged adults, predominantly female, aged 17 to 67; 50 of 149 students completed the program and were compared for the study. Evaluation methodology included classroom observation, student surveys and interviews, reviews of instructional records and materials, joint site meetings, and interviews of project administrators. Testing was conducted upon entry, at 30-day intervals, and upon exit. The overall average grade level gain for all study completers was 2.2 grades at Indianapolis and 1.96 at Richmond. The overall average grade gain for CAI students was 2.6 grades compared with an average of 1.84 grades for non-CAI students. Older students made greater progress and dropped out less frequently than younger students. According to the study, the major strength of CAI was that students could monitor their own progress and affirm their mastery of skills. The traditional classroom approach often brought back earlier negative experiences for students, although instructors in both classrooms were empathetic and supportive. The study concluded that CAI works well with this population, particularly when there is an appropriate range of software. (KC)

ED 327 729 CE 056 821

Project STARS. 1989-90. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Career Education; *Cooperative Programs; Coordination; *Disabilities; High Schools; High School Students; Job Placement; Job Skills; Job Training; Moderate Mental Retardation; Part Time Employment; Program Effectiveness; *Retailing; Sales Occupations; *School Business Relationship; Skill Development; Student Attitudes; *Student Employment; Teacher Attitudes; Vocational Education; *Work Experience Programs
IDENTIFIERS- New York City Board of Education; Project STARS

The mission of the Student Training at Retail Stores (STARS) project was to develop and implement, with the collaboration of local business and the New York City Board of Education, a 3-semester program (January 1989 through June 1990) of intense occupational, vocational, and career education. Its purpose was to enhance job skills and secure retail sales jobs for high school juniors with moderate learning, speech, emotional, or intellectual disabilities. Project STARS was implemented at 7 school sites in Queens with 83 students and 7 coordinators. Written surveys collected information from 72 students and 6 coordinators in the fall semester and 73 students in the spring semester on Likert-type scales; coordinators were interviewed in the spring. Findings indicated that Project STARS satisfactorily implemented three program areas: curriculum development, classroom instruction, and workshops. Fall semester students liked the prospect of employment, social support, and knowledge gained. Spring semester students were more pleased with interpersonal relations but less pleased about employment prospects. Fall students suggested more trips and hands-on experiences. Spring students wanted more involvement. More than 94 percent of students reported their level of knowledge and/or self-esteem was positively affected by instruction or workshops. More than 38 percent reported they acquired jobs. (YLB)

ED 327 822 CS 010 379

Rasinski, Timothy V.; And Others

Home Literacy Practices of Parents Whose Children Are Enrolled in a Whole Language Kindergarten.

PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Interviews; Kindergarten Children; Parent Child Relationship; *Parent Participation; *Parent Role; Primary Education; Reading Research; *Reading Skills; Reading Writing Relationship; *Whole Language Approach; *Writing Skills
IDENTIFIERS- Emergent Literacy; *Literacy Events

A study focused on families whose children were successful but not exceptional students in kindergarten. Subjects were eight parents (all mothers) whose children had been enrolled the previous year in a kindergarten program that maintained a whole language curricular orientation. The children (four girls and four boys) were highly successful in kindergarten though none had been deemed exceptional in the progress they made in learning to read and write by the teacher, parent, or third-party observers who were part of the research team. Parents were interviewed during the two months immediately following the children's completion of kindergarten. The parents were asked a set of questions concerning their approach to literacy learning and their satisfaction with the kindergarten's holistic curriculum. Interview results indicated several home-based literacy activities including the following: reading aloud; taking dictation from child; developing interest in words, through games, etc.; writing; and providing an informal and functional literate environment. Two conclusions were drawn from the study: (1) the home literacy activities described are similar to those described in that work and tend to validate the conclusions derived from previous work; and (2) the literacy activities in the home were highly congruent with those found in the whole language kindergarten. (MG)

ED 327 853 CS 212 620

Understanding Reading and Writing. Children and Language Series.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 84
NOTE- 75p.; Photographs may not reproduce clearly; portions printed on colored paper. For other titles in this series, see CS 212 616-619.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Foreign Countries; Instructional Effectiveness; *Language Acquisition; *Language Skills; Metalinguistics; Reading Diagnosis; Reading Instruction; *Reading Processes; Reading Programs; Writing Instruction; *Writing Processes; Written Language
IDENTIFIERS- Australia (Tasmania); Childrens Writing; *Emergent Literacy; Language Functions; Literacy Events; *Writing Development

Intended for teachers in Tasmania, this booklet discusses making sense of language, the nature of written language, language and context, and organizing knowledge of the world. Chapter 1, Understanding Reading, contains a general discussion of the reading process as well as sections on the beginning and continuing reader, planning a reading program, the reader in difficulty, and evaluating progress in reading. Chapter 2, Understanding Writing, explores the writing process, varieties of writing, levels of abstraction in language, starting points for writing, and reviewing the program. The booklet also contains a section of children's writing and a selected reading list. Numerous black and white photographs illustrate the text. (MG)

ED 327 901 CS 507 380

Carter, Richard F.

Mass Communication Effects: A Weakness Theorem.

PUB DATE- Aug 90

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Patterns; *Communication Skills; Higher Education; *Mass Media Effects; Media Research; *Models

IDENTIFIERS- *Communication Patterns; *Message Distortion

What mass communication effects are possible that have not yet occurred because no effort has been made to achieve them? Why has there been only limited success in mass communication efforts attempted already? For people to be communicatively affected, they have to be behaviorally affected. People are generally weak behaviorally, especially in the observing sector. Because communicating is an extension of observing, people are generally too weak to communicate effectively--in producing and/or making use of messages. Comprehension of weaknesses in communication permits better understanding of the limited effects so far achieved, provides better preparation for improving effectiveness, and makes more effects available for observation. Taking the "step" as the basic behavioral unit, the process can be viewed as a relationship between observing, the observed, and moving. Communicating is not well understood, and there is a lack of development in the observing capability. Quite a few observing capabilities other than the orientational and constructive modes can be useful in promoting communication: making comparisons; maximizing the utility of values; observing outcomes; etc. Occasionally a teacher can see where he/she has been effective in conveying this or that idea for students. Communicating is an effective extension of observing only when supported by adequate observing capability. To improve communicating, it is necessary to understand how observing must work if successful communicative "steps" are to be taken. (Twenty-two notes are attached.) (SG)

ED 327 918 EA 022 529

School Based Management and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
National Committee for Citizens in Education, Columbia, MD. ACCESS, The Information Clearinghouse about Public Schools.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.; New World Foundation, New York, N.Y.
PUB DATE- Aug 90
NOTE- 78p.; Part of the Community Involvement in School Based Improvement project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Decentralization; *Effective Schools Research; Elementary Secondary Education; *School Based Management; School District Autonomy; School Organization; *School Restructuring

Research on school-based management approaches to educational reform, including effective schools research, is presented. Included are an introductory section on school-based improvement and its link to effective schools, by Anne T. Henderson; descriptive summaries of 53 references; a list of organizations to contact for further information; and a 2-page list of audio-visual materials on effective schools and resources. The research is divided into two topics: effective schools and school-based management. Each topic is subdivided by magazine/journal article and reports, studies and books. Each periodical entry contains the source (author, title of article, journal title, and related bibliographic data), a 2-3 paragraph summary and ordering information. The entries for the non-journal references contain the source (author, title, institutional source, date, length) along with a summary and ordering information including price. The introduction to this printout describes school-based management and improvement, the connection between effective schools and implementation involving a collaborative planning process, the Dade County plan, and 10 pitfalls to school-based improvement. (LMI)

ED 327 985 EA 022 900

America 2000: An Education Strategy. Sourcebook.
Department of Education, Washington, DC.
PUB DATE- May 91
NOTE- 82p.; This Sourcebook incorporates and supplements the earlier basic report, "America 2000: An Education Strategy" (see ED 327 009). For further information on "America 2000," call 1-800-872-5327 (1-800-USE-LEARN); in the D.C. Metropolitan Area, call (202) 401-2000.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; Educational Innovation; Educational Objectives; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; Federal State Relationship; Higher Education; National Competency Tests; National Programs; School Restructuring
IDENTIFIERS- *America 2000; *National Education Goals

"America 2000" is a long-term national strategy (not a federal program) designed to accomplish in nine years (by the year 2000) the six national education goals articulated by the President and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. This national education strategy was presented by the President in a ceremony at the White House on April 18, 1991, and a booklet describing the basic features of the strategy was published at that time (see ED 327 009 for document and an abstract summarizing the strategy). This "Sourcebook" is, in its own words, "a collection of documents that together offer a comprehensive description of America 2000." It contains: (1) remarks by the President at the presentation of the national education strategy (April 18, 1991); (2) the full contents of the original booklet articulating the details of the four parts of the strategy, including a glossary of key terms and "some questions and answers"; (3) the White House fact sheet or press release summarizing the strategy; (4) the six national education goals to be attained by the strategy; and (5) the joint statement by the President and state governors made September 27-28, 1989 at the "Education Summit." (WTB)

ED 327 684 CE 056 719

Employment Services Needs of Veterans.
International Association of Personnel in Employment Security, Frankfort, KY.
PUB DATE- 89
NOTE- 135p.; For other issues of this journal, see CE 056 715-720.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Employment Potential; Employment Practices; Employment Problems; *Employment Programs; *Employment Services; Federal Aid; Job Placement; *Job Training; Labor Utilization; Postsecondary Education; Reentry Workers; Student Financial Aid; Training Allowances; Unemployment; *Unemployment Insurance; *Veterans; *Veterans Education; Vietnam Veterans; Vocational Rehabilitation
IDENTIFIERS- Employment Security

This issue of an annual journal contains 20 papers reflecting on the efforts of U.S. employment security and training programs to meet the needs of veterans. Part I, "National Perspective," contains five essays: "Policy Issues for Veteran Job Training Programs" (Martin F. Smith); "Cognizant Ramblings: Superfluous Lags the Veteran on the Stage (Vanity of Human Wishes)" (Larry W. Rivers); "Women Veterans...Toward the Year 2000 and Beyond" (Diana D. Danis); "Civilian Occupational Labor Market Information System: A Project to Help Veterans" (Gary Crossley); and "NVTI--Three Years from Ground Zero" (Priscilla Donovan). Papers in part II, "Local Perspective," are the following: "The Employment Characteristics of the Disabled Vietnam-era Veterans in Idaho" (Robert Michael Wilson); "Views from a Local Office" (Gerald L. Kessel); "A Survey of Veteran Staff Members' Perceptions of Veterans Service Needs" (Ken West); "Making Title 38 Work from the Bottom Up" (Charles M. Kerns); and "Veterans Workforce 2000 Issues: The Tank Driver's Dilemma" (John Stine). Ten essays make up Part III, on "Local Office Programs"; they are: "Employment Security/Armed Forces Network" (James F. Wallace); "The Veterans Representative and the Armed Forces Recruiter--An Employment Counseling Approach" (Jorge B. Gonzales); "JTPA IV-C for Veterans in Florida" (Dee Campbell); "Reintegrating the Homeless Veteran through Employment" (Joy Jenko); "San Antonio Homeless Veteran Placement Project" (Arthur R. Underwood, Jr.); "Compensated Work Therapy" (Peggy Black, David Knapp); "The Texas Job-Search Seminar Counseling Connection" (Don Watson); "Vocational Information Profile: Innovations in Employment Counseling" (Kenneth D. Freeman); "Veterans in the Work Force in the Year 2000" (Alonzo Philmore); and "CARS and CAP: Employment Programs for Veterans that Produce Results" (Jim Grass). (KC)

ED 327 743 CG 023 047

Barbee, Anita P.; Cunningham, Michael R.
Departmental Issues in Dual-Academic Marriages.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Dual Career Family; *Faculty College Relationship; Faculty Promotion; *Faculty Recruitment; Higher Education; *Personnel Policy; Psychologists; *Spouses; Women Faculty

This paper discusses issues pertaining to the recruitment and hiring of dual-career academic couples by universities and psychology departments. Studies have shown that both husbands and wives in dual psychologist couples are more productive in number of publications, paper presentations, and grants awarded than their single counterparts, yet many universities are reluctant to hire academic couples because of psychological resistance, small group dynamics, and self-esteem maintenance issues. University issues may include reactance, exploitative bargaining, and fear of precedence. Exploitative bargaining--offering part-time or adjunct appointment to a spouse (usually a wife)--is often an issue which can result in a dissatisfied spouse inducing her partner to leave. Universities also fear that hiring a spouse will lead to an avalanche of requests for all spouses, both academic and nonacademic, to be hired by the university. Departmental issues include discrimination against couples by others in the department; fears of recruitment committees about the adequate differentiation of partners in publication credits, evaluation, and tenure review; and fear of the loss of both partners if one or the other accepts a new position. Small group dynamics at the departmental level include concern about couples forming power blocs or conversely the fears that disruptions in the marriage will adversely affect departmental politics. Finally, the old guard faculty is likely to have fears about disrupting the status quo. (TE)

ED 327 775 CG 023 079

Drug Impact Index.
Regional Drug Initiative, Portland, OR.; Western Center for
Drug-Free Schools and Communities.
PUB DATE- Jun 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Characteristics; *Community Problems; Community Study; Community Surveys; Data Collection; Delinquency; *Drug Abuse; *Drug Addiction; Local Issues; Population Trends; Secondary Education; Sociocultural Patterns; *Urban Demography; Youth Problems
IDENTIFIERS- *Drug Impact Index; *Oregon (Portland)

The Drug Impact Index provides a set of indicators designed to determine the extent of the local drug problem in a community. Each indicator includes a technical note on the data sources, a graph showing comparative statistics on that indicator for the Portland area and for the State of Oregon, and brief remarks on the implications of the data. The 10 indicators are as follows: (1) drug overdose deaths; (2) drug-affected babies; (3) drug use in arrestees; (4) drug-related hospital emergency room visits; (5) drug use by adolescents; (6) alcohol use by adolescents; (7) adult arrests for drug offenses; (8) juvenile arrests for drug offenses; (9) parent training participation; and (10) students referred for school policy violations. (TE)

ED 327 791 CG 023 095

Polulech, Joan Burgess; Nuttall, Paul
Sexuality. Growing Pains: Sex Education for Parents. A Newsletter Series. Letter I.
Connecticut Univ., Storrs. Cooperative Extension Service.
PUB DATE- 88
NOTE- 13p.; For related documents, see CG 023 096-099.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Interpersonal Communication; *Parent Child Relationship; *Parent Education; Parent Role; *Sex Education; *Sexuality

This document presents the first of five newsletters on sex education for parents. The newsletters were designed to help parents increase their ability to communicate with their adolescents about sexual issues. They explore the origins of the parents' feelings about sex; teach the importance of a healthy self-concept and how to build it in the adolescent; unravel the physical, social, and emotional mysteries of adolescence; and develop some skills that will help parents talk about sex with their adolescents. The specific goals of this newsletter on sexuality are to help parents: (1) know the importance of understanding oneself; (2) understand that parenting is a learned skill; (3) understand how personality is shaped by culture and environment; (4) be able to define concepts related to sexuality; (5) understand how present attitudes and feelings about sex relate to past experiences, information and misinformation; (6) understand how one's attitudes and feelings affect what parents tell and how they tell their children about sex; and (7) be able to identify some personal values, feelings, and attitudes about sex that parents want to pass on to their children. The newsletter is presented in workbook format with spaces provided for parents to write answers to questions and exercises. It concludes with a reference list and a short list of suggested readings for parents. (NB)

ED 327 837 CS 010 395

Kremen, Phyllis G.
Transfer to Success.
PUB DATE- Nov 90
NOTE- 5p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Course Content; Critical Reading; Higher Education; Instructional Effectiveness; Reading Strategies; *Remedial Reading; Student Attitudes; *Study Skills
IDENTIFIERS- Seton Hall University NJ

The developmental college reading course at Seton Hall University has a traditional emphasis on literal, evaluative, and critical reading instruction. The course also has the objective to enable students to carry from the course the skills to be successful and confident in other reading intensive courses. "Transfer days" are thus begun; students bring textbooks from their most difficult courses, write "strategies" in class for attacking these books, and then take the completed strategies to peer response groups which test the strategies. Students get over their insecurities concerning reading intensive courses, feel they are in charge of their own learning experience, and enjoy this fresh approach to learning study skills. (RS)

ED 328 000 EC 233 212

Hitzing, Wade
Positive Learning: An Alternative to Behavior Management. Instructor's Guide.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 89
NOTE- 242p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Antisocial Behavior; *Behavior Modification; *Behavior Problems; *Caregivers; *Positive Reinforcement; Postsecondary Education; *Severe Disabilities; Staff Development; *Teaching Methods
IDENTIFIERS- *Behavior Management

This course is designed to help direct caregivers of people with severe disabilities to understand and participate in a positive approach to behavior management. Notes on implementation and content of each section are provided, as are sheets for overhead projection, worksheets, and handouts. The course is organized in 15 sections lasting a total of 8 hours. In addition to introductory and summarizing sections, the course includes a lecture and group discussion illustrating the need for behavior management; a lecture/discussion of the history of behavior "cures," including the tendency toward "quick fix" alternatives; a videotape illustrating the failure of most community services to accommodate behavior challenges; a lecture/discussion and exercise examining the types of people with disabilities for whom support programs are designed and the failure for many to accommodate people with disabilities; lectures and discussions on understanding behavior challenges and reasons for behavior; a lecture/discussion contrasting support learning and managing behavior; and a small group exercise based on a case study. A list of 12 suggested readings and four videotapes is included. (PB)

ED 328 016 EC 233 230

An Educational Unit on Deafness for Hearing Students.
Alberta Education Response Centre, Edmonton.; Alberta School for the Deaf, Edmonton.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Deafness; Elementary Secondary Education; Etiology; Exceptional Persons; Finger Spelling; Foreign Countries; *Hearing Impairments; Special Schools; *Units of Study
IDENTIFIERS- Alberta School for the Deaf

The educational unit on deafness for hearing students was developed by the Alberta (Canada) School for the Deaf and covers: (1) an introduction to deafness (covering types of hearing loss, causes of deafness, misconceptions and clarifications, and the programs of the Alberta School for the Deaf); (2) famous deaf Canadians; (3) a quiz on the deaf which can be given as a pre- and/or post-test; and (4) a copy of the manual alphabet. (DB)

(JDD)

ED 328 031 EC 233 245

Keiter, John J.

The Recruitment and Retention of Minority Trainees in University Affiliated Programs. Asian-Americans.

Wisconsin Univ., Madison.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- 90

NOTE- 49p.; A product of the Waisman Center University Affiliated Program. For related documents, see EC 233 246-248.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Asian Americans; Cambodians; Cultural Background; *Developmental Disabilities; Health; Higher Education; *Human Services; Individual Characteristics; *Labor Turnover; Laotians; Minority Groups; Models; *Professional Education; Program Development; Student Experience; *Student Recruitment; Vietnamese People

IDENTIFIERS- *University Affiliated Training Programs

This monograph analyzes the recruitment and retention of Asian Americans in University Affiliated Programs (UAP), which train personnel for the provision of health, education, and social services to people with developmental disabilities. It is designed to assist UAP faculty and staff at each UAP to develop a comprehensive plan to increase the participation of minority faculty and trainees, specifically South-East Asians (SEAs) who entered the United States since 1975 from Vietnam, Cambodia, and Laos. The monograph discusses cultural identifiers and terms of reference, gives a historical overview of the SEA population, and provides information on the following topics: demographics of the SEA-American population (including numbers of refugees arriving by year, cultural grouping, and birth rate); educational experiences of SEA- American students (including exposure to education prior to coming to the United States, cultural values, and college enrollment); health issues (including culturally influenced health behaviors and health care service utilization); and general characteristics of the SEA-American population (including non-assertiveness, embarrassment at receiving praise, "loss of face," diet, religion, community leadership, and family). An exemplary recruitment and retention approach is outlined, with eight main components such as outreach to SEA-American community leaders and financial, educational, and social supports for college students. Three exemplary programs are described. (16 references) (JDD)

ED 328 046 EC 300 011

Kluwin, Thomas N.; Kelly, Arlene Blumenthal
Implementing a Successful Writing Program for Deaf Students in Public Schools. Progress Report #3. National Research to Development Network for Public School Programs for the Hearing Impaired.
Gallaudet Research Inst., Washington, DC.
PUB DATE- Apr 90
NOTE- 25p.; For report #1, see EC 300 010.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Deafness; Dialog Journals; Elementary Secondary Education; Feedback; Inservice Teacher Education; *Instructional Effectiveness; Postsecondary Education; Program Effectiveness; Student Improvement; *Teaching Methods; Training; Writing (Composition); Writing Improvement; *Writing Instruction; Writing Processes

To remedy the English composing problems of young deaf writers, 43 teachers were trained to teach writing as a process in a 2-year intervention program. Teacher workshops focused on developing a rationale for writing instruction, teaching writing as a process rather than as a product, promoting writing through dialogue journal writing, using specific rationales in the selection of writing topics, and providing clear and useful feedback to students about their compositions. To assess the program's effectiveness, students were administered writing tests (descriptive and persuasive essays and business letters) and teacher logs were analyzed. It is concluded that teaching writing as a process resulted in improvements in the writing of deaf students. Students became more fluent in their writing when the teacher's focus was not on the quality of the product and there were specific steps students could take to improve their compositions. An appendix contains scoring guides. (19 references) (JDD)

ED 327 716 CE 056 778

Engelbrecht, Nancy; And Others
Pneumatics.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 61p.; For related documents, see CE 056 774-777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavioral Objectives; Community Colleges; Construction (Process); *Course Content; *Learning Activities; Lesson Plans; Measurement Equipment; Occupational Safety and Health; Plumbing; *Pressure (Physics); Repair; Test Items; Two Year Colleges; Units of Study
IDENTIFIERS- *Pneumatics

This unit on pneumatics, for use in postsecondary programs, is organized in eight sections. Each section consists of information sheets with line drawings and multiple-choice questions for each topic in the sections. Answers are provided at the back of the book. The following topics are covered: (1) introduction--pressure, principles of gases, uses of pneumatics; (2) safety; (3) compressors; (4) air treatment; (5) pneumatic piping systems; (6) pneumatic valves; (7) cylinders; and (8) miscellaneous valves/air logic and diagrams. Knowledge-based competency objectives are provided for each topic. (KC)

ED 327 759 CG 023 063

Cox, W. Miles
Motivational Determinants of Alcohol Use: A Theory and Its Applications.
PUB DATE- 20 Aug 90
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; Behavior Theories; *Causal Models; Clinical Diagnosis; Counseling Techniques; *Drinking; Flow Charts; Motivation; Psychological Patterns; Questionnaires; Systems Approach
IDENTIFIERS- *Motivational Structure Questionnaire Alcoholics

This transcript of a conference presentation describes a motivational model of alcohol use that shows the interrelationship between the various factors that affect drinking. First, a flow diagram is presented and described that shows how complex biological, psychological, and environmental variables contribute to a person's motivation for drinking, that is, to his or her expectations of affective change from drinking. The variables discussed include past experiences as they shape current expectations, current life situation, and cognitive mediating events such as beliefs, thoughts, and perceptions about the effects of drinking. The rest of the presentation describes the Motivational Structure Questionnaire for Alcoholics (MSQ-A) and discusses how it provides a clinical profile of a patient that can then be used for systematic motivational counseling. Sample clinical profiles are presented in order to illustrate and discuss 10 of the 16 clinical indices revealed by the questionnaire: number of concerns, aversive motivation, lack of commitment, inappropriate commitment, ambivalence, composite emotional intensity, hopelessness, ineffectiveness, goal distance, and alcohol irrelevancy. Paper copies of the slides used in the presentation are included. (TE)

ED 327 807 CG 023 111

Tashakkori, Abbas; Thompson, Vaida D.

Predictors of Intention To Take Precautions against AIDS among Black College Students.

PUB DATE- Aug 90

NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Beliefs; *Black Students; College Students; *Contraception; *Health Promotion; Higher Education; Knowledge Level; Locus of Control; *Prevention; Self Efficacy; Self Esteem; *Student Behavior

This research explored the effects of a number of factors derived from extant intention-behavior models on a general behavioral intention to engage in protection against Acquired Immune Deficiency Syndrome (AIDS) and a specific behavioral intention to use condoms as protection in vaginal sex. Data pertaining to beliefs, knowledge about AIDS, fear of and perceived vulnerability to AIDS, perceived efficacy to control exposure to AIDS, self-esteem and general locus of control, and past reactions to AIDS were collected from 124 Black respondents at a southeastern university and regressed on the two behavioral intention measures. Results showed that situational efficacy (to protect oneself from AIDS) was the best predictor of general intention, followed by reports of past behavioral changes as a result of the AIDS epidemic and by knowledge. Proximal threat of AIDS was a negative predictor. For specific intentions, a specific belief about inconvenience in condom use was the best predictor, followed by past behavioral change, followed by knowledge. Normative beliefs, a belief that condoms would prevent disease, and distant threat of AIDS were also significant predictors. Predictions of general intentions, more so than those of specific intentions, followed predictions of the intention-behavior models that informed instrument development. (Author)

ED 327 870 CS 212 639

Zacharias, Martha E.
The Relationship between Journal Writing in Education and Thinking Processes: What Educators Say about It.
PUB DATE- Dec 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Higher Education; *Journal Writing; Literature Reviews; Student Journals; Teacher Role; *Writing Across the Curriculum
IDENTIFIERS- *Writing Thinking Relationship

A literature review examined the relationship between journal writing and thinking processes. Little was found in the way of actual research but much was located in the way of authoritative statements from practitioners of journal writing. The literature suggests that journal writing is beneficial in students' personal life, in the educational process as a whole, and, in particular, in the enhancement of thinking processes. There is considerable support for the notion that writing and thinking are interrelated processes. In undertaking journal writing in the classroom, educators suggest that teachers must be prepared to acknowledge and respect the rights of students to express their opinions freely. It appears to be helpful to establish certain guidelines for journal writing in the classroom. To encourage the development of a variety of thinking processes, it appears to be useful to assign specific modes of response such as summarizing, comparing, and interpreting. (Sixty-five references are attached.) (Author/RS)

ED 327 885 CS 507 363

Siddens, Paul J., III

An Outline of Rehearsal Procedures for Solo Performances in the Beginning Interpretation Classroom.

PUB DATE- 4 Nov 90

NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Content; Higher Education; *Oral Interpretation; *Speech Instruction; Speech Skills

IDENTIFIERS- Narrative Text; *Oral Presentations; *Rehearsal Strategies; Text Factors

This paper presents an outline of rehearsal procedures designed to provide instructors and students of the beginning interpretation class with a concrete, consistent framework for preparing literature for solo classroom performance. The outline offers a five-step process, and discusses each step in the process. First, the student must select a literary text that is within the range of the student's analytic and performance abilities, which fulfills the requirements of the assignment, and in which the student is willing to make the personal investment that performance requires. Second, the student must achieve an understanding of the literary text, based upon a critical method that is appropriate to the text and the assignment. Third, the student must memorize the literary text. Fourth, the student must select specific performance choices with which to present the literary text, considering psychological, physical, and vocal choices, and beginning rehearsal sessions with physical and vocal warmups. Lastly, the student must "set" the performance choices and polish the performance, rehearsing before others and in the performance space. (SR)

ED 327 955 EA 022 580

Horsley, Donald

Many Roads To Fundamental Reform: Continuing the Journey. Video Conference 7. Restructuring To Promote Learning in America's Schools, A Guidebook.

North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 73p.; For other guidebooks in this nine-volume series, see EA 022 574-582.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Change Strategies; *Educational Innovation; Elementary Secondary Education; *Interactive Video; *Organizational Change; Program Development; *School Restructuring; *Teleconferencing

Three phases of any change effort include initiation, implementation, and continuation. This seventh guidebook in a series of nine video conferences addresses later stages of implementation and continuation (initiation and early stages of implementation are discussed in the sixth guidebook.) In the guidebook are definitions of the three phases of change; a discussion of issues involved in carrying out implementation and continuation; an examination of three special attention issues--students' multicultural backgrounds, at-risk children's needs, and reform in rural and small schools; and a summary of the dynamics of change, which stresses fundamental reform as a cyclical process. Also included are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, course credit information, a list of supplementary materials, 75 references, 9 organizational resources, and 9 regional resources. Biographical information is given on the conference presenters. (LMI)

ED 327 968 EA 022 641

Radon Testing for Safe Schools Act. Report (To Accompany S. 1697) from the Committee on Environment and Public Works, United States Senate. One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Environment and Public Works.

PUB DATE- Oct 90

NOTE- 15p.; Calendar No. 1015. Some small print may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Categorical Aid; Elementary Secondary Education; *Federal Legislation; Government School Relationship; Hazardous Materials; *Legal Responsibility; *School Safety

IDENTIFIERS- Lung Diseases; *Radon

This report was written to accompany the Radon Testing for Safe Schools Act (S.1697), a bill that provides for radon testing of schools located in high risk radon areas and provides limited financial assistance to schools for mitigation of high levels of radon. A description of radon, its harmful effects, and the radon levels detected in schools and homes through surveys by the Environmental Protection Agency is followed by an overview of the bill's origin, evolution, and key elements such as testing guidelines, schedules, and standards; grants for mitigation; and penalties. Information on hearings, rollcall votes, the regulatory impact of the bill, and the cost of legislation are given, and a congressional budget office cost estimate is provided. Last, changes in the existing law caused by the bill are detailed. These include definitions, activities eligible for grant assistance, assistance to local governments, authorization for grant assistance, guidelines for testing for and remediating radon, and requirements for radon testing. Radon survey results and radon screening measurements are delineated in three appendices. A fourth appendix presents S.1697 in full as reported.

ED 328 063 FL 019 019

Rhedding-Jones, Jeanette
Feminism for Girls: Linguistic Practice in Rural Australia.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Discourse Analysis; *Educational Environment; Elementary Education; Females; Foreign Countries; Language Research; *Language Role; Language Usage; Oral Language; Research Methodology; Rural Areas; *Sex Role; *Socialization; *Womens Education; Written Language
IDENTIFIERS- *Australia

A study investigated the effects of the language used in the school environment on girls' perspectives on femininity. Subjects were aged 4-11, and were the only girls in a small rural Australian school. Data were gathered by analysis of spoken and written language used in the classroom. Analysis focused on relationships and socialization as reflected in language use. The texts discussed include stories written by the girls and transcripts of conversations. Style of writing, perceptions of their own role in the world, awareness of the future, the influence of popular fiction, differing relationships with different adults, and awareness of others' attitudes about women are examined. It is concluded that in all the language samples, the relationship between language and social structure is apparent, and that the encoding and transmission of culture occurs through language. Construction of text can either maintain the status quo or allow for change. Linear, non-linear, and non-structural aspects of text are all viewed as essential considerations. (MSE)

ED 327 639 CE 056 507

Engel, Charles E.; And Others
Continuing Education for Change. WHO Regional Publications, European Series, No. 28.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; *Allied Health Personnel; *Continuing Education; Developed Nations; *Educational Change; Educational Needs; Foreign Countries; *Futures (of Society); Health Education; Postsecondary Education; *Primary Health Care; Professional Education
IDENTIFIERS- *Europe; *World Health Organization

This book presents an overview of the World Health Organization's implementation of continuing education for change in health care in Europe over the past 10 years. The report is organized in six sections. The introductory section asserts the need for change in health care and the rationale for providing continuing education for health care workers in order to effect such changes. Section 2 focuses on planning, implementing, evaluating, and organizing continuing education for change. In Section 3, the present state of continuing education in Europe is outlined, with emphasis on primary health care. It also examines the aims and methods of the country reports and case studies that follow in later sections. The fourth section suggests ways that continuing education can be more effective and more accountable in the future. Sections 5 and 6 present 19 country reports and 10 case studies of continuing education, especially in primary health care, in 1986-87 in European countries. Reasons for the studies are also examined. Appendixes to the report include a list of the country and case study reports and background papers, a 61-item bibliography on continuing education, and a glossary. (KC)

Off Welfare, into Work.
Business Council for Effective Literacy, New York, NY.
PUB DATE- Jan 91
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- Adult Vocational Education; Community Organizations; *Demonstration Programs; Displaced Homemakers; Economically Disadvantaged; Employment Programs; *Fatherless Family; *Job Training; Low Income Groups; Minority Groups; *Mothers; One Parent Family; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Welfare Recipients; Womens Education
IDENTIFIERS- Family Support Act 1988; Job Opportunities and Basic Skills Program; Minority Female Single Parent Demonstration Proj; Rockefeller Foundation

Concerned with the increasing feminization of poverty, the Rockefeller Foundation launched in 1982 a $12 million welfare-to-work research and demonstration project, presently midway into a 5-year evaluation. The Minority Female Single Parent Demonstration project involved four community-based organizations: Atlanta Urban League (Georgia); Opportunities Industrialization Center of Providence, Rhode Island; Wider Opportunities for Women, District of Columbia; and Center for Employment Training (CET), San Jose, California. Although the first three projects produced discouraging results, CET had dramatic results. Findings were the result of random assignment testing, the most rigorous technique known for measuring the effect of a specific program. After spending less than 1 year in the program, more participants got jobs, better jobs, and substantially higher wages than participants in the other programs, and they did better than a CET control group. CET's success was based on the immediacy of its job training, fitting in needed basic skills instruction. Analysis indicated that CET's program differed from the others by the form in which the training was delivered. Key successful features were no tests; no waiting (open entry and open exit); integrated instruction; ties to the labor market; child care; and one-stop, comprehensive services. (YLB)

Gabriel, Roy M.; And Others
A Consumer's Guide to Alcohol and Other Drug Surveys.
Northwest Regional Educational Lab., Portland, OR. Test Center.; Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 95p.; Cover pages are printed on dark-green paper. Addenda on confidentiality contain small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcohol Abuse; Data Interpretation; *Drug Abuse; Elementary Secondary Education; Evaluation Criteria; Information Utilization; *Psychometrics; Questionnaires; Relevance (Information Retrieval); Reliability; *School Surveys; *Student Behavior; Testing; Validity

This consumer's guide provides descriptive information about currently available surveys of student alcohol and other drug (AOD) use. Its purposes are to inform schools and communities about the instruments available to survey student AOD use, and to delineate the issues faced by educators while selecting or developing a survey instrument to assess use. After an introductory statement of purpose and a description of the process for selecting and reviewing survey instruments, Chapter 2 provides detailed descriptions of the content of the AOD use surveys reviewed, and discusses general content issues, such as substances to be included, attitudes, and other behaviors known to be related to AOD use. Chapter 3 addresses issues common to all AOD use survey tools, including psychometric issues such as reliability and validity, use issues guiding survey administration, and interpretation of results. Chapter 4 summarizes the principles and issues discussed throughout the guide in a rating scale recommended for use by local schools and communities. References are included, and the following items are appended: (1) sources searched for instruments and instruments considered but not included; (2) the survey review form; (3) abstracts of instruments featuring AOD use questions; (4) abstracts of other AOD survey instruments included in the guide; and (5) a guide to legal requirements for confidentiality of student records for school districts establishing policies and procedures for AOD-related student assistance programs. (TE)

ED 327 823 CS 010 380

Miller, Janet A.
Theoretical Orientation of British Infant School Teachers.
PUB DATE- Nov 90
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *British Infant Schools; Foreign Countries; Primary Education; *Reading Instruction; Reading Research; Reading Skills; *Reading Teachers; *Whole Language Approach
IDENTIFIERS- Emergent Literacy; *England; Theoretical Orientation to Reading Profile

A study examined the theoretical orientation of infant school and infant department teachers in England. The Theoretical Orientation to Reading Profile (TORP) was used to determine the teacher's orientation to reading instruction. TORP applies a Likert scale response system to a series of statements about how reading should be taught. Subjects included 146 teachers and head teachers from over 40 different schools. Three teachers scored within the lower range indicating a phonics orientation. One hundred nineteen scored within the middle range of the scale which indicated a skills orientation. Twenty-four responded within the high range of the scale indicating a more whole language orientation. These results indicated that the majority of the teachers who participated in the study appeared to hold a skills orientation to reading instruction, rather than a whole language orientation. Nevertheless, many teachers indicated preferences for several of the practices associated with whole language. Their "middle of the road" orientation, in addition to the traditional autonomy of individual schools and teachers in determining instructional methods and materials in England, apparently results in the use of a wide variety of approaches to beginning reading, including reading schemes, trade books, thematic units and an integrated day which incorporates a number of language-related activities which support emergent literacy. (One figure is included; 11 references are attached.) (MG)

Neal, Kathy S.; Everson, Barbara
Memories and Written Remembrances: Creating a Link between Prior Knowledge and Children's Literature.
PUB DATE- Dec 90
NOTE- 15p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Childrens Literature; Elementary Education; Personal Narratives; *Prior Learning; *Reader Text Relationship; *Reading Instruction; Reading Writing Relationship; *Whole Language Approach; Writing Evaluation; *Writing Instruction
IDENTIFIERS- Aesthetic Reading; *Predictive Reading; Trade Books; Writing Contexts

Reading comprehension is much more than a decoding of the printed words on the page; it is, rather, a complex interaction between readers and their personal past experiences as they relate to the text. A connection between the text and past experiences of the readers can stimulate expectations about the text. Facilitating these links presupposes a careful review of appropriate children's literature. Two books particularly suited to calling up memories in the reader are "Wilfrid Gordon McDonald Partridge" by Mem Fox and "When I Was Young in the Mountains" by Cynthia Rylant. Teachers can generate a list of words representing key concepts from such books. Students then make their own predictions about the story's plot. After reading the story, these predictions are compared with the author's intended message. Students choose one of their own memories to use as a focus for personal narratives. These writings are first shared in peer-response groups and then the teacher responds to the writings. An analytical scale is used for assessing the writing. Such a scale guides a purposeful dialogue between student and teacher and eases the student through the process of revision. (The analytical scale is attached.) (RS)

ED 327 854 CS 212 622

Goodman, Harriet E.

Developing Critical Thinking Skills and Improving Expressive Language through Creative Writing.

PUB DATE- Dec 90
NOTE- 100p.; M.S. Practicum, Nova University. Some of the handwritten materials in the appendixes may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brainstorming; Creative Activities; *Creative Writing; Critical Thinking; Descriptive Writing; Elementary Education; Expository Writing; *Expressive Language; Learning Strategies; *Thinking Skills; Writing Difficulties; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills; *Writing Strategies
IDENTIFIERS- Childrens Writing; Story Maps; *Writing Development

A practicum was conducted to develop critical thinking and improve expression through creative written language utilizing precision teaching as an evaluation of student performance. Six students (grades second through sixth) with low idea generation and few organization skills were trained by three teachers and a teacher advisor using brainstorming techniques, plot diagramming, and story maps. Analysis of the writing samples revealed significant improvements when students were structurally trained. This verified the importance of a step-by-step educational approach for students with writing difficulties. Students learned to think more systematically and planned and organized thoughts as the stories were being written. (Four tables are included. Appendixes include: precision teaching semi-logarithm charts; task sheets; creative writing samples; learning methods--keycards, kina-writing, sensing stimulus, vocabulary game; teaching methods--story maps, diagramming, and webbing. Twenty-eight references are attached.) (MG)

ED 327 902 CS 507 382

Kiser, Stephen D.
Student Leadership in Forensic Programs.
PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Debate; *Group Dynamics; Higher Education; *Leadership; *Problem Solving; *Public Speaking; *Student Role; Undergraduate Students
IDENTIFIERS- Collegial Teams; *Student Led Activities

Competitive forensic teams should turn to their students for leadership. Such an approach gives students valuable experience in handling responsibility, while relieving school administrators of some of the tasks involved in debate competition. Since forensic students are intelligent and highly ambitious, they should be leaders of debate programs, not just competitors. The appropriate leadership paradigm is a situational one. A leader must understand the situation he or she is in, recognize the personalities involved, and adapt his or her leadership style accordingly. In addition, a leader must view a situation through the eyes of a follower, and understand what motivates a follower to perform. Communication between leaders and followers is essential. In the debate setting, the leader must recognize the goal of participation in speech competitions. More specific team goals must be prioritized. The leader must be able to act as manager, rationally assessing situations and allocating resources to achieve goals. Even as a follower, the future leader can learn group personalities and can learn about problem-solving. Good communication promotes clarity of policy and action, and improves preparation. The forensic program is an outstanding opportunity to develop leadership skills that can someday make students great. (SG)

ED 327 951 EA 022 610

Maehr, Martin L.; And Others
Teachers Commitment and Job Satisfaction. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; *Job Satisfaction; *Leadership; *Models; Principals; Public Education; School Effectiveness; *Teacher Effectiveness; *Teachers
IDENTIFIERS- *Commitment; Illinois (Champaign); *School Culture

Recent school effectiveness research has underscored the importance of teachers' personal investment and commitment--not just to education, but to the particular mission operating in their own school setting. There is growing evidence that aspects of the school organization are related to both job satisfaction and commitment. Employing path analysis techniques with a sample of 101 teachers from four schools in the Champaign, Illinois, area, the study summarized in this paper tests a causal model linking leadership behavior to school culture to teacher job satisfaction and commitment causal model. Results provides support for the model. A school culture that stresses accomplishment and recognition is likely to elicit job satisfaction and commitment, whereas a culture emphasizing affiliation is of lesser significance. Power has a negative influence on these orientations. The perception of an organizational emphasis on accomplishment and recognition is associated with specific types of action taken by principals. Surprisingly, the principal's active involvement in supervising instruction and monitoring student progress does not emerge as an important factor. Further research is needed to substantiate these findings. (31 references) (MLH)

ED 327 986 EC 230 060

Kulkarni, Madhuri; And Others
A Study of 571 Children with Developmental Disorders in a Slum-Population of Bombay.
PUB DATE- Aug 89
NOTE- 7p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989). Document is printed on colored paper with light type. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Clinical Diagnosis; *Developing Nations; *Developmental Disabilities; Early Intervention; Educational Diagnosis; Elementary Education; Foreign Countries; *Handicap Identification; Intervention; Preschool Education; *Psychological Evaluation; *Slum Environment
IDENTIFIERS- Early Identification; *India (Bombay)

This paper summarizes a study of 571 children with developmental disabilities between 6 weeks and 12 years of age living in the largest slum in Asia, the Dharavi neighborhood of Bombay, India. Each child was administered developmental and psychological tests, diagnosed, and treated by a special early intervention clinic. Most had not had their disabilities detected before the age of 6 months. Greater developmental screening efforts are called for. (PB)

Ensign, Arselia S., Ed.
Sewing: Easier with Adaptations. PAM Repeater, No. 54.
PAM Assistance Centre, Lansing, MI.
PUB DATE- Oct 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); Clothing; *Clothing Design; Clothing Instruction; *Disabilities; *Physical Disabilities; *Sewing Instruction

Techniques are presented for sewing clothing for children or adults with handicaps. Considerations in sewing adapted clothing include the most appropriate type of pattern for a particular disability, fabric choices, and items needed for clothing construction. Eight sources of sewing supplies are listed, with descriptions of items available. Several publications of interest are noted. A method is offered for adapting a pants pattern or altering a pair of pants for a person in a wheelchair. Instructions are given for making vest-bibs and wrap-around skirts for wheelchair users. A reprint of an article from "Threads" magazine, "Keep on Stitching" (Sharon Gilbert), offers sewing project suggestions for persons who are physically challenged, focusing on sewing tools, pattern selection, fabric selection, fusibles, and fasteners. (JDD)

ED 327 670 CE 056 691

Oversight Hearing on the Montgomery GI Bill. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 12 Jul 90
NOTE- 228p.; Serial No. 101-55. Some pages contain small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; *Federal Legislation; Hearings; Higher Education; Military Training; *Program Administration; *Program Improvement; *Student Financial Aid; Training Allowances; *Veterans Education
IDENTIFIERS- Congress 101st; *G I Bill

This document reports the oral and written testimony of congressional representatives, officers of the branches of the active and reserve armed services, and college veterans' affairs officials on changes that need to be made to veterans' benefits. The testimony was given at a July 1990 House of Representatives oversight hearing on the Montgomery GI Bill. During the hearing, congressional representatives complained that too many veterans and reserves have to wait months to establish their educational benefits and to get their checks to pay for their schooling. The representatives asked the military officers for suggestions for remedying the situation, and suggestions were offered for improving the system. In addition, suggestions were made for increasing veterans' and reservists' benefits as an enticement for enlistment and because of rapidly rising educational costs. (KC)

ED 327 698 CE 056 755

Tractor Trailer Driver's Training Programs. Performance Report.
New Hampshire Vocational Technical Coll., Nashua.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 544p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; *Adult Vocational Education; Behavioral Objectives; Course Descriptions; Curriculum Development; *Driver Education; Instructional Materials; Job Training; Material Development; Postsecondary Education; Program Development; Program Implementation; *Refresher Courses; *Retraining; *Service Vehicles; Service Workers; Traffic Safety
IDENTIFIERS- *Truck Drivers

This document describes a project to develop a 320-hour tractor trailer driver training program and a 20-hour commercial driver licensing upgrade training program. Of 34 graduates from the training program, 28 secured employment in the trucking industry. From August 1989 to June 1990, 725 students were trained in the upgrade training program with a 100 percent success rate on the National License examination. The five-page project report is followed by the program materials. The training program consists of two sessions. Session I covers laws; double and triple trailers; tank vehicles; and hazardous materials. Session II covers hazardous materials. The retraining program consists of four sessions. Session I covers law; control systems; basic control; shifting; backing; and speed management. Session II topics are visual search; communication; space management; night operation; extreme driving conditions; and hazard perception. Session III topics are pretrip and posttrip; air brakes; skid control and recovery; emergency maneuvers; and emergency reporting. Session IV covers cargo inspection; weights and balances; securing cargo; special cargo; combination vehicles; and curricula overview. Each session concludes with test-taking skills and a proficiency test with answer key. Each topic consists of some or all of these components: objectives; topic outline or information; and techniques/procedures and activities. (YLB)

Daniels, C. E. J.
PICKUP Wales, U.K. Assurance of Quality Vocational Continuing Education and Training.
PUB DATE- 2 Dec 90
NOTE- 46p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 2, 1990). Document contains some broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Continuing Education; Distance Education; *Educational Quality; Foreign Countries; Job Training; *Labor Force Development; National Programs; Postsecondary Education; *Refresher Courses; *Retraining; School Business Relationship; Skill Development; Skill Obsolescence; Technical Institutes; *Vocational Education
IDENTIFIERS- *PICKUP Wales (United Kingdom); *Wales

The Professional, Industrial, and Commercial Updating Programme (PICKUP) of the United Kingdom is aimed at improving the performance of British industry through the colleges. In Wales, PICKUP is part of the Welsh Office Education Department. Various factors have encouraged educational institutions to take on PICKUP work: the Education Reform Act of 1988, which provides institutions with greater autonomy and self-determination; the networking of the PICKUP Development Agents and coordinators; and pump-priming monies. The 45 colleges in Wales vary greatly in their philosophy and experience regarding PICKUP work. In a few institutions, PICKUP is part of the work of every department. In some, it is limited to one or two departments or individuals. The university, higher education, and further education sectors all provide PICKUP updating in Wales. Further education colleges undertake most PICKUP work. Since Wales is essentially rural, diversification of rural industries has created a need for updating in new areas, such as tourism, horse management, and food preparation. (Examples of rural projects, development projects, and projects concerned with quality; a list of projects by college; and a list of seven references are attached.) (YLB)

ED 327 730 CE 056 822

Profiles of State Programs: Adult Education for the Homeless.
Office of Vocational and Adult Education (ED), Washington, DC.
Clearinghouse on Adult Education and Literacy.
PUB DATE- Nov 90
NOTE- 57p.; For a related document, see CE 056 823.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Adult Literacy; *Basic Skills; Economically Disadvantaged; Federal Government; Federal Programs; *Homeless People; Illiteracy; *Literacy Education; Profiles; Program Descriptions; *State Programs
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987

These profiles of Adult Education for the Homeless programs funded by the McKinney Homeless Assistance Act are compiled from final reports submitted to the Division of Adult Education and Literacy, U.S. Department of Education, by the 50 states and from site visits by division staff. Data are reported for varying lengths of time for the first year of operation, really a 15-month period beginning in the summer of 1988 and extending to the fall of 1989. An executive summary offers a broad overview of the programs, outcomes, and recommendations for the future. State information is provided alphabetically by state. The information provided for each state includes some or all of the following: amount of grant expended (and percentage); number served; expenditures per learner; significant achievements; reason for leaving the program; educational techniques; and barriers to success. (YLB)

ED 327 744 CG 023 048

The Status of Career Guidance in Michigan Schools. An Opinion Research Study of Career Guidance Professionals.
Michigan State Dept. of Education, Lansing.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Guidance; *Career Information Systems; Elementary Secondary Education; *Guidance Programs; *Public Schools; Pupil Personnel Services; State School District Relationship; Statewide Planning
IDENTIFIERS- *Michigan

Project Outreach, the opinion research division of the Michigan State Board of Education, conducted a study on the current status of career guidance in Michigan public schools, using in-depth telephone interviews with career guidance professionals (N=445) in November and December of 1989. The interview questionnaire, developed with the advice of counselors, career guidance administrators, and teacher training educators, covered a wide range of topics pertaining to career guidance programs: their components and organization; extent of approval by local school boards; categories of students provided with services; starting points for career guidance activities; use of the Employability Development Plan by career guidance professionals; extent of career resource center; assistance provided to parents; strengths and weaknesses of programs; role of professionals in budgeting for career guidance; use of advisory committees; the need for support from the Michigan Department of Education; student preparation and career opportunities; use of the Michigan Occupational Information System; services for students at risk and disabled students; self esteem problems and career decision making; role of job placement in career guidance; use of tests; use of support staff; and extent and content of career education classes in Michigan. This document presents findings from the Project Outreach study. Respondents are categorized by school district locale: urban, suburban, small town, and rural. Demographic data on respondents are included, and the questionnaire is appended. (TE)

ED 327 792   CG 023 096

Polulech, Joan Burgess; Nuttall, Paul
Self-Esteem. Growing Pains: Sex Education for Parents. A Newsletter Series. Letter II.
Connecticut Univ., Storrs. Cooperative Extension Service.
PUB DATE- 88
NOTE- 11p.; For related documents, see CG 023 095-099.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Interpersonal Communication; *Parent Child Relationship; *Parent Education; Parent Role; *Self Esteem; *Sex Education; Sexuality

This document presents the second of five newsletters on sex education for parents. The newsletters were designed to help parents increase their ability to communicate with their adolescents about sexual issues. They explore the origins of the parents' feelings about sex; teach the importance of a healthy self-concept and how to build it in the adolescent; unravel the physical, social, and emotional mysteries of adolescence; and develop some skills that will help parents talk about sex with their adolescents. The specific goals of this newsletter on self-esteem are to help parents: (1) be able to define self-esteem and understand the relationship between a person's view of himself/herself and his or her behavior; (2) understand the impact of family and society on the development of self-esteem; (3) know the four conditions necessary for positive self-esteem; (4) be able to identify some ways to create positive self-esteem in one's child; and (5) understand the importance of liking oneself as a prerequisite to helping others like themselves. The newsletter is presented in workbook format with spaces provided for parents to write answers to questions and exercises. It concludes with a reference list and a short list of suggested readings for parents. (NB)

Beaver, John F.; Deal, Nancy
Writing across the Entire Curriculum: A Status Report on Faculty Attitudes.

PUB DATE- Nov 90
NOTE- 7p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 31-November 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Educational Research; Higher Education; School Surveys; *Teacher Attitudes; *Writing Across the Curriculum; Writing Attitudes
IDENTIFIERS- Elizabethtown College PA; State University of New York Coll at Fredonia; Teacher Surveys

A study examined faculty attitudes toward writing across the curriculum. In a pilot study, 80 full-time faculty at Elizabethtown College responded to the 35-question survey (for a response rate of 67%). Although Elizabethtown College had recently approved a new core curriculum that called for more writing across the curriculum, the administration and faculty alike were bewildered about implementing such a change. Results indicated that the faculty had a poor perception of student writing, felt a lack of preparation as writing evaluators, but expressed a strong interest in improving their abilities as writing evaluators. The survey was refined and administered to the 230 full-time faculty at State University of New York College at Fredonia, which had a well established writing across the curriculum program. Of the 120 respondents to the survey (representing a response rate of 52%), two-thirds had participated in training workshops conducted by an English department faculty member and had received monetary compensation from the college's administration for their work. Results also indicated that the faculty had an improved perception of the quality of student writing, that they perceived writing across the curriculum as important for all departments, and that most faculty considered the quality of student writing to have improved since the implementation of a writing across the curriculum program. Findings suggest that writing across the curriculum does improve faculty perceptions of student writing. Such improvement, however, takes time to develop, must involve a committed faculty and administration, and must provide follow-up and reinforcement throughout the campus. (RS)

Business and the Reshaping of Public Education: In Its Own Image.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 90
NOTE- 72p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Change; *Educational History; Educational Improvement; Educational Trends; Elementary Secondary Education; Industry; Productivity; *Public Education; School Business Relationship; *School Restructuring
IDENTIFIERS- *National Education Association

Based on the premise that an understanding of the historical context of educational innovation in American public schools is necessary to selectively choose from the great variety of current reform propositions, this report reviews trends in education from the turn of the century. The first section presents a critique of turn-of-the-century public education in America, with a focus on the development of the scientific management movement and the corporate model of school governance. Pedagogical progressive and social reconstructionist movements in education are discussed in section 2. Reasons for resistance to educational change are examined in the third section, and a postwar retrospective on school improvement is offered in section 4. The fifth section looks at the restructuring of education and the economy, specifically, the crisis of competitiveness and its implications, elements of restructuring, examples of restructuring efforts, and a critical appraisal of reform movement prospects. Recommendations for reform and educator advocacy are presented in the final part. An extensive bibliography is included. (LMI)

ED 328 001 EC 233 213

Bergman, Joan S.
How To Position People with Severe Disabilities. Instructor's Guide.
Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- 89
NOTE- 206p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assistive Devices (for Disabled); *Caregivers; Case Studies; *Intervention; *Physical Disabilities; Physical Mobility; Postsecondary Education; *Severe Disabilities; Staff Development; *Teaching Methods
IDENTIFIERS- *Positioning (of Disabled); Positioning (Patients)

This course is designed to help direct caregivers of people with severe disabilities to better their understanding of the process of positioning. The instructor's guide contains content notes and implementation notes, along with sheets for overhead projection, worksheets, and handouts. The course is organized into 15 sections, totaling about 8 hours' instructional time. The first half includes: an introductory lecture; a positioning exercise and discussion; a videotape and discussion on the importance of therapeutic positioning; a lecture and discussion on principles of therapeutic positioning; a lecture and discussion on principles of therapeutic seating; a lecture reviewing an interdisciplinary approach to positioning; a small group exercise using case studies; and a halftime summary. After a second introductory lecture, the second half includes: a lecture on alternate positions; a demonstration and small-group activity on "quick and dirty" positioning; a lecture/discussion on dining activities; a tape/slide presentation on the history and specifics of intervention; a lecture and demonstration of adaptive equipment; and a final course summary. Includes a list of 12 print resources, seven videotapes, and approximately 50 equipment producers. (PB)

ED 328 047 EC 300 012

Kluwin, Thomas N.; And Others

The Development of Relationships between Young Hearing Impaired and Hearing Writers Sharing Journals.

PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Dialog Journals; *Discourse Analysis; *Hearing Impairments; Human Relations; Intermediate Grades; *Peer Relationship; Secondary Education; Social Integration; Writing (Composition)

This study investigated whether dialogue journal writing between hearing and hearing-impaired writers is an effective way of developing social relations between school peers. The project involved 37 teachers of the hearing-impaired and 127 completed journals written by students, aged 10 to 18 years, with at least a third grade reading level. Completed journals were coded using a discourse analysis approach. The coding system identified the initiation or maintenance of topics, the type of topics written about, and the degree of interpersonal involvement of the correspondents. Results showed that hearing writers exhibited greater use of self-expressive responses and hearing-impaired writers showed greater use of observations. Neither group showed a preference for initiating an interest in the other. As the relationship progressed over time, the writers became more interested in each other. It is concluded that the social and emotional benefits of journal exchanges between hearing and hearing-impaired school-aged writers are substantial to both sides of the exchange. (11 references) (JDD)

ED 327 685 CE 056 720

Model Offices: Flexible Options, Local Innovations.
International Association of Personnel in Employment Security, Frankfort, KY.
PUB DATE- 90
NOTE- 110p.; For other issues of this journal, see CE 056 715-719.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Adult Education; Adults; Career Information Systems; Cooperative Programs; Coordination; Delivery Systems; •Demonstration Programs; •Employment Programs; •Employment Services; Federal Legislation; Federal Programs; Job Placement; •Job Training; Labor Force Development; Occupational Information; Program Descriptions; Program Improvement; State Legislation; •State Programs; Unemployment; Unemployment Insurance
IDENTIFIERS- •Employment Security; •Job Training Partnership Act 1982

This volume of an annual journal contains 17 articles that focus on model local offices of the employment security (ES) and training systems. The articles are arranged in three parts. Part I, on developing new initiatives, contains the following five articles: "A Public Employment Service for the 1990s" (Elizabeth Dole); "The Revitalization of the Employment Service: Improving the Employer Relations Program" (Martin Smith); "Coordination Brings LMI and Job Service Together" (Ellen Saunders, Betsey Fettman); "Jobs New Jersey: A Model Concept in Cooperation" (J. Robert White); and "Building on Experience: The Ohio Bureau of Employment Service's Role in JOBS" (Ellen Saunders, Barbara Kaufman). Part II, which concerns local offices that address unique situations, contains five articles: "New Jersey Response Team" (Scott Stryker); "A 24-Hour Job Service" (Diana Staley); "West Virginia: A Leader in Meeting the Needs of Rural America" (Andrew Richardson); "Weslaco: Model Full-Service Office in the Rio Grande Valley" (John Stine); and "One of a Kind" (Bud Cork). The seven articles in Part III focus on creating local office models. They are: "One-Stop Service for Application Taking and Eligibility Determinations for Job Training, Job Placement, and Unemployment Insurance" (Lyle Halvorson); "Community Service Centers: Helping NY Work--Better" (Thomas Hartnett); "The Idaho Story: Model Office Operations--ES, UI, LMI, JTPA" (Tom Valasek); "Employ Illinois: An Economic Development and Human Services Initiative" (Robert Frank); "Job Centers Address Southeastern Pennsylvania's Changing Economy" (Frank Lynch, Jack McGettigan); "Meeting Human Resources Needs: Maryland Job Service Local Office Innovations" (Paulette Hall); and "Model Offices in Model Communities" (A. R. Little). (YLB)

ED 327 760 CG 023 064

Sexton, Patrick A.
Development of a Teacher-Parent Communication Program To Achieve Higher Academic Performance for Failing Tenth Grade Students.
PUB DATE- Dec 90
NOTE- 91p.; Practicum for Master of Educational Specialist degree, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Failure; Family School Relationship; *Grade 10; High Risk Students; High Schools; High School Students; Low Achievement; Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Underachievement

This practicum proposal was directed at a targeted group of 10th grade students (n=40) failing after the first 3 weeks of school in either mathematics, science, or English. The Teacher-Parent Communication Program was designed to increase communication between teachers and parents to improve the academic performance of low-achieving high school students. For 12 weeks, teachers completed a teacher-parent contact log under the appropriate categories to track their attempts at communication with parents of the targeted students. The program results reflected improvement in grade point average, class assignment completions, critical thinking skills (organizing data, constructing logical arguments, and problem solving), and student attendance rates. The appendix includes monitoring procedures, program guidelines, and project results. (TE)

ED 327 808 CS 009 708

Kragler, Sherry
Dynamic versus Static Assessment: A Comparison of the Effects of Each on the Reading Placement Levels of Chapter 1 Students.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Achievement Tests; Analysis of Covariance; Basal Reading; Grade 3; Primary Education; *Reading Achievement; Reading Research; *Reading Tests
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Mediated Instruction; Vygotsky (Lev S)

A study compared the reading placement levels of Chapter 1 students as indicated by dynamic and static assessment models to determine whether these students could benefit from basal instruction at a higher level of difficulty that would normally be indicated by static assessment. Subjects, 21 third grade Chapter 1 students, received treatment based on the dynamic assessment paradigm (modeling reading behavior, asking leading questions, and engaging the student in a dialogue) or the static paradigm (standardized tests) of reading level placement. Results indicated that the impact of the dynamic paradigm was to raise the reading level from third to fourth grade. Findings support the use of L. S. Vygotsky's zone of proximal development concept in developing dynamic procedures for reading assessment. (Two tables of data are included; 21 references and examples of word mediation are attached.) (RS)

A Framework for Speech and Drama: An Introduction to Speech and Drama from Kindergarten to Lower Secondary.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 80
NOTE- 205p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Class Activities; Curriculum Guides; *Drama; Elementary Secondary Education; Foreign Countries; Learning Activities; Listening Skills; Movement Education; Poetry; *Speech Communication; *Speech Curriculum; *Speech Instruction; Story Telling
IDENTIFIERS- Australia; *Drama in Education

This series of five booklets is intended to assist principals and teachers in Tasmania in planning a broad-based continuous program of speech and drama throughout primary and lower secondary classes. The material contained within the booklets has been arranged and presented to emphasize the basic concepts and skills which are inherent in a speech and drama program and which strongly support the development of both a language and an expressive arts program. Throughout the booklets the importance of the individuality of children and the building of relationships between people are major concerns together with the development of ideas, attitudes, and values which influence the quality and competency of communication skills. The five booklets are titled as follows: (1) An Introduction and Overview; (2) Expressive Movement; (3) Talking and Listening, Storybuilding and Telling; (4) Sound, Words, and Poetry; and (5) Drama. Each booklet gives examples of starting points and developments which have been carried out successfully in classroom situations. Each booklet also discusses aspects of planning and organization, and contains a list of suggested resources. (SR)

ED 327 936 EA 022 581

AUTHOR Hixson, Judson; Tinzmann, Margaret Banker
TITLE The Meaning of Professional Development in the 21st Century. Video Conference 8. Restructuring To Promote Learning in America's Schools. A Guidebook.
INSTITUTION North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 72p.; For other guidebooks in this nine-volume series, see EA 022 574-582.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; Inservice Education; *Interactive Video; *Professional Development; Professional Education; Professional Training; *School Restructuring; Staff Development; *Teleconferencing

Changes in education have direct implications for the role and responsibility of professional development. This eighth guidebook in a series of nine video conferences examines the meaning of professional development in light of recent educational innovations. Included are an outline of new priorities and expanded functions of professional development and a discussion of new delivery systems for professional development. Also provided are pre- and post-activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, course credit information and a list of supplementary materials, 36 references and a video source, and a listing of 9 regional resources. Biographical information is given on the conference presenters. (LMI)

ED 327 969 EA 022 642

Results in Education: 1990. The Governors' 1991 Report on Education.
National Governors' Association, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 90
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- At Risk Persons; Early Childhood Education; *Educational Assessment; Educational Change; Educational Facilities; *Educational Improvement; Educational Legislation; Elementary Secondary Education; *Excellence in Education; *Government School Relationship; Higher Education; Leadership; Parent Participation; *State Programs; Statewide Planning; Teaching (Occupation); Technology

Designed to help governors assess state and national progress in education, this fourth and final report of a series summarizes what has transpired since 1986 in the following areas of education reform through the recommendations of the seven task forces that were addressed in "Time for Results: The Governors' 1991 Report on Education": (1) school leadership; (2) teaching; (3) parent involvement and choice; (4) readiness; (5) technology; (6) school facilities; and (7) college quality. Each section outlines what states have learned in the reform process, recommendations to ensure continued progress, and specific state actions. Areas examined include the preparation, professional development, evaluation, and licensure of school leaders; the definition of teacher standards and the restructuring of teacher education, careers, compensation, work environments, and incentives; the development of climates, programs, and teacher training to increase parental involvement; and the development of legislation to increase parent choice among public schools. Also examined are recent and recommended improvements in the identification of at-risk students and the development of programs for such students, increased district access, research and development, teacher training, technology in education, the maintenance and use of school facilities, and the quality and funding of higher education institutions. (CLA)

ED 328 018   EC 233 232

Ensign, Arselia S., Ed.
Signaling for Help. PAM Repeater, No. 56.
PAM Assistance Centre, Lansing, MI.

PUB DATE- Jan 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alarm Systems; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Hearing Impairments; Safety Equipment; Sensory Aids
IDENTIFIERS- *Signaling Devices

Signaling devices can help individuals with disabilities call for help, see and feel sound, and monitor what is happening in another room. This pamphlet describes signaling devices within the following categories: emergency, telephone, doorbell, smoke and fire, baby cry and room monitor, light and vibrating, security, wake-up, and child monitor signals. Approximately 90 company names, addresses, and telephone numbers are listed with an indication of the types of signaling devices they offer. (JDD)

ED 328 032 EC 233 246

Layton, Jean; And Others

The Recruitment and Retention of Minority Trainees in University Affiliated Programs. Native American Indians.

Wisconsin Univ., Madison.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 65p.; A product of the Waisman Center University Affiliated Program. For related documents, see EC 233 245-248.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Access to Education; *American Indians; Cultural Background; *Developmental Disabilities; Higher Education; Human Services; Individual Characteristics; *Labor Turnover; Minority Groups; Models; Personal Narratives; *Professional Education; Program Development; *Student Recruitment
IDENTIFIERS- *Native Americans; *University Affiliated Programs

This monograph addresses the recruitment and retention of Native American Indians in University Affiliated Programs (UAP) which train personnel to provide health, education, and social services to people with developmental disabilities. It is designed to assist UAP faculty and staff to develop a comprehensive plan to increase the participation of Native American Indians. A chapter titled "Current Issues and Demographics" documents the low American Indian enrollment rate in higher education and its causes. "Identified Problems and Attempted Solutions in Education" outlines factors contributing to declining college enrollment among Native American Indians and uses a poem and a personal narrative by Native American Indians to describe the inadequacies of the education system and the cultural influences contributing to the target population's alcoholism and lack of personal goals and motivation. "Breaking Down the Barriers" focuses on three major barriers: cultural, academic, and financial. "Programming Possibilities" describes the essential components of a recruitment and retention plan: faculty involvement, financial assistance, marketing strategies, and cooperative efforts. Exemplary programs from Alaska, California, Colorado, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Texas, the Philippines, and Canada are described. A bibliography of 39 references concludes the monograph. (JDD)

ED 328 064 FL 019 028

Tilfas, Salpasr; Spencer, Mary L.
Kosrae Title VII Bilingual Education Program. Grades 7-9, 1986-1989. Final Program Evaluation Report.
Kosrae Dept. of Education (Federated States of Micronesia).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Classroom Observation Techniques; Community Involvement; Ethnography; Federal Programs; Foreign Countries; Grade 7; Grade 8; Grade 9; *Material Development; *Parent Participation; Program Effectiveness; Program Evaluation; School Community Relationship; Secondary Education; *Staff Development; *Transitional Programs
IDENTIFIERS- *Federated States of Micronesia (Kosrae)

The Kosrae (Micronesia) Department of Education operated a Title VII transitional bilingual education program from 1986-89, targeting the 1986-87 cohort of seventh graders. During the first 2 years, the students attended five village elementary schools, and during the third year attended the high school. This cohort had been targeted in previous bilingual education programs. The four program components were student achievement, material development, staff development, and parent and community involvement. A formative process and product evaluation was conducted by an evaluation team. This report contains the results of the evaluation both in summary form, including findings of program effectiveness and specific recommendations for program improvement, and in full report form. A section on student achievement looks at results in English speaking, listening, and reading; Kosraean reading comprehension; and supplementary English testing. Data on classroom observation includes information gathered on each teacher's performance and in ethnographic school observations. Staff development results include data on professional experience and attitudes from a survey of teachers and descriptions of 1989 staff development events. Parent and community involvement events and advisory council activities are described, and a section on material development outlines curricular materials in progress, completed, and purchased for the program. A transcript of the ethnographic observation is appended. (MSE)

ED 327 640 CE 056 538

Benson, Dennis K.

Survey of Ohio Employers. Job Training Partnership Program Year 1988.

Minnesota State Board of Teaching, St. Paul.

SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.

PUB DATE- Sep 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cost Effectiveness; *Employer Attitudes; Employment Programs; Fringe Benefits; *Grants; Postsecondary Education; Productivity; *Program Effectiveness; *Wages

IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

A survey of 491 Ohio employers of Job Training Partnership Act (JTPA) terminees conducted in November 1989 received 346 responses. Employers were queried on attitudes toward JTPA terminees, wage subsidies, employee productivity, wages paid, benefits given, and retention, among other questions. Employees who had completed JTPA programs and were working for these employers were also surveyed (386 of 551 responded). Despite problems in data collection and lack of congruence between employer and employee responses, some conclusions were reached: (1) employers' attitudes toward the importance of wage subsidies declined during the 3 years surveys had been conducted; (2) employers who paid higher wages and offered benefits were more likely to retain employees; (3) wage subsidies were helpful in encouraging employers to offer higher wages; (4) employers viewed productivity of JTPA program terminees and non-JTPA employees as about equal; and (5) the percentage of employers who say the benefits outweigh the costs of hiring dropped from 51 percent to 33 percent in the past 3 years. The study recommended that the employer survey be completely redesigned to gather information for planning and policy development. (KC)

ED 327 655 CE 056 665

Murray, Steve
Exploring Technology Education. Second Edition. Teacher Guide.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 91
NOTE- 736p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communications; *Construction (Process); Energy Conservation; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; *Manufacturing; Middle Schools; *Power Technology; *Science and Society; Teaching Methods; Technological Advancement; *Technological Literacy; Technology; Test Items; Transportation; Units of Study
IDENTIFIERS- *Technology Education

This color-coded guide was developed to help teachers provide middle school and junior high students with an activity-oriented approach to learning and thinking about technology. Through the instruction and the activities, students are shown how the different systems interrelate, how they influence everyday life, and how they combine in a technological society. The guide contains 19 units, each of which includes some or all of the following basic components: objectives, suggested activities for the teacher, transparency masters, information sheets, assignment sheets, assignment sheet answers, laboratory activity sheets, written test, and answers to written test. Units cover the following topics: overview of technology; people, technology, and the environment; introduction to communication; designing, producing, transmitting, and evaluating messages; introduction to construction; designing, planning, building, and finishing a structure; introduction to manufacturing; manufacturing systems, materials, processes, planning, and production; introduction to energy; energy conversion and measurement; power transmission, control, and storage; and transportation system. (KC)

ED 327 671 CE 056 692

Hamminck, Kees

Functional Illiteracy and Adult Basic Education in the Netherlands. UIE Studies on Functional Illiteracy in Industrialized Countries 5.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

PUB DATE- 90

NOTE- 154p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Curriculum Development; *Educational History; Educational Philosophy; Educational Planning; Educational Policy; *Educational Practices; Foreign Countries; *Functional Literacy; *Literacy Education; Program Implementation; Teacher Education

IDENTIFIERS- *Netherlands

This six-chapter monograph describes the development of adult basic education (ABE) in the Netherlands. It documents a process from the development of literacy by enthusiastic volunteers to professionalized and institutionalized adult education, which is still evolving. In chapter 1, a general outline of the problem of functional illiteracy (defined as "a lack of basic knowledge and skills that are strictly necessary to be able to cope in daily life and society") in Dutch society is given. Chapter 2 documents previous educational experiences, using the development of literacy for Dutch-speaking adults as an example. In chapter 3, ABE provision is described, the current state of ABE is presented, and some assessments are made. Chapter 4 focuses on ABE curriculum and its development and describes the central pedagogical and methodological concepts that underlie proper ABE practice. Since ABE is a professional undertaking, chapter 5 describes the training and education of ABE staff. In chapter 6, some reflections and critical remarks for the future are made. Problems and issues for the coming decade are formulated, and the development of ABE in the Netherlands is related to international developments, especially developments in Europe during the 1980s. The monograph concludes with 59 references and addresses of 9 resources for further information. (KC)

ED 327 731 CE 056 823

Adult Education for the Homeless. FY 89 Project Abstracts.
Twenty-Eight Programs that Can Help the Homeless.
Office of Vocational and Adult Education (ED), Washington, DC.
Clearinghouse on Adult Education and Literacy.
PUB DATE- 90
NOTE- 47p.; For a related document, see CE 056 822.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs; *Basic Skills; Economically Disadvantaged; Federal Aid; Federal Government; Federal Programs; *Homeless People; Housing Needs; Illiteracy; *Literacy Education; *Program Descriptions; Program Development; *State Programs
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987

In the first portion of this document, abstracts are given for 30 projects that were designed to provide basic skills and literacy training to homeless adults in fiscal year 1989. The following information is provided for each project: state; grant award number; grantee; project title; project director, telephone number, and address; and descriptive data, including types of homeless adults served, organizations providing the literacy and basic skills training, whether the program was shelter-based, length of training cycle in weeks, number of cycles, total number to be served, cost per learner, grant award amount, grant implementation period, types of support services provided through coordination, and brief description of how the project would provide basic skills and literacy training to homeless adults. The second section provides some basic information on 28 programs that can help the homeless. Purpose, eligible applicants, and contact information is presented for the Emergency Food and Shelter National Board Program; Child Nutrition Program; Surplus Federal Personal Property, Equipment, and Clothing (General Services Administration); Food Bank/Commissary Program (Federal Emergency Management Agency/Department of Defense); 20 McKinney Act Programs; and 4 selected non-McKinney Act programs (of over 60 such programs). (YLB)

ED 327 824 CS 010 381

Lewis, Bernice Branford
Reading Made Easy: A Handbook.
PUB DATE- 80
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Decoding (Reading); Early Reading; Elementary Education; Parent Child Relationship; *Parents as Teachers; *Phonics; *Reading Instruction; *Reading Skills; Word Study Skills

This phonics outline is designed as a guide for parents, as a manual for teachers, and as a handbook for those who wish to improve their reading pronunciation skills. The purposes of the handbook are: (1) to show parents what a person needs to know to become a good reader; (2) to provide a convenient source of words that follow rules of phonics; (3) to show the likenesses in words; and (4) to help teenagers and adults who would like to improve their reading skills. The general aim is to encourage each parent, as the child's first teacher, to prepare the young person for school by teaching him or her certain information and providing him or her with a variety of experiences starting with the names of the letters. (RS)

Eanes, Robin; Hutchings, Terry
An Evaluation of a College Developmental Reading Program.
PUB DATE- Dec 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Higher Education; *Instructional Effectiveness; *Program Evaluation; Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- Saint Edwards University TX

A study examined the efficacy of the developmental reading program at St. Edwards' University and the "linked course model" in particular. Subjects, 100 of 365 first-time freshmen enrolled in the fall semester (excluding international students), had SAT or ACT scores low enough to be placed in the developmental reading program. At the end of one year of instruction, the 100 students in the reading program were compared to the remaining 265 students in terms of retention rate, cumulative hours, and cumulative grade point averages. Of the 88 students who actually enrolled in reading courses, 16 were enrolled in a biology class which was "linked" to a developmental reading and English course. In linked courses, reading material from the biology course was used in the developmental courses. Six of the students took the biology course but were enrolled in a non-linked reading course. The remaining 66 students were enrolled in non-linked reading courses. Results indicated that (1) the developmental group of students contained proportionately more males and minority group members than the other group of freshmen; (2) there were virtually equal outcomes for all groups of freshmen in terms of retention, cumulative hours, and cumulative grade point averages; (3) developmental students in linked courses achieved slightly more credit hours than did the developmental students in non-linked courses; and (4) the grade-point averages of linked-course, developmental students surpassed those of other students in reading courses. (Three tables of data are included.) (RS)

ED 327 855   CS 212 623

Bishop, Wendy

Crossing the Lines: On Creative Composition and Composing Creative Writing.

PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Tampa, FL, November 15-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *Creative Writing; *Freshman Composition; Higher Education; Literary Criticism; Literary Genres; *Student Attitudes; *Teacher Attitudes; *Writing Attitudes; Writing Research; Writing Teachers
IDENTIFIERS- Personal Writing; *Writing Contexts

Writing instructors and students alike need to cross the line between composition and creative writing far more often than they do. As students indicate in their essays, composition is often viewed as an unpleasant task, while creative writing is perceived as more enjoyable. Among teachers, creative writing instructors are phobic of critical theory and writing research, while many freshman composition instructors are not comfortable, self-analytic writers. The institution of English studies has always valued the consumption of texts (interpretation and reading) over the production of texts (writing). Creative writing as a composition research area is generally ignored, and educators tend to deny the commonalities of writing a poem and writing an essay. It may be time to take another look at the distinctions between writing genres, as these distinctions may be simplistically exclusionary. Furthermore, questions need to be asked about creative writing instruction. Among these are: why the history of creative writing is the last to be written; why critical theory and writing research are devalued; and why there is a perception that the academy taints the creative writer. (Six endnotes are included; 23 references are attached.) (SG)

ED 327 903 CS 507 383

Ansell, Dorothy J.; Griffin, William V.

Let's Talk Independence: A Curriculum for Teaching Communication Skills. Group Leader's Guide.

Eastern Kentucky Univ., Richmond.

SPONS. AGENCY- Kentucky State Dept. for Human Resources, Frankfort. Dept. for Social Services.
PUB DATE- 88
NOTE- 128p.; For a companion participant's guide, see CS 507 384.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communication Skills; Curriculum Guides; *Daily Living Skills; *Independent Living; Instructional Materials; Interpersonal Competence; Secondary Education; Teaching Guides; Young Adults
IDENTIFIERS- *Communication Strategies; Kentucky

Intended to help young people acquire independent daily living skills, this book is the group leader's guide to an advanced youth training curriculum for developing appropriate communication competence. The guide's first session introduces the basics of communication, while subsequent sessions focus on communication in all aspects of life: on the job, with family, in the community, during leisure time activities, with friends, in the marketplace, and at home. Intended for use in a group setting and by youths who have already completed a more basic curriculum on independent living, the guide provides many opportunities for youth to practice communication skills such as getting along with a roommate, approaching a landlord with a problem, dealing with criticism on the job, and negotiating with a car dealer. The group leader's guide organizes activities by one-hour sessions, with specific objectives identified at the beginning of each one, activities described in detail, and instructions and handouts. A 22-item list of resources on program development, youth training materials, and supplemental materials concludes the guide. (SR)

ED 327 920 EA 022 540

Walker, Karen
Emerging Issues: A Survey of Education Committee Chairs.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Jan 89
NOTE- 14p.; Table contains small print. For the 1988 report, see ED 310 489.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; At Risk Persons; Early Childhood Education; Educational Finance; *Educational Trends; Elementary Secondary Education; Finance Reform; Higher Education
IDENTIFIERS- *Educational Issues; *National Conference of State Legislatures

Findings of a national survey of educational committee chairs to identify and rank the top five issues in education are summarized in this report. The top five issues, in order of importance, are the following: K-12 school finance; accountabilty; at-risk youth; higher education finance; and early childhood education. Effectiveness is identified as the educational theme for 1989, with a focus on the increasing importance of accountability, at-risk programs, and funding of higher education. One table denoting the rankings of the top issues by state for 1989 is included. (LMI)

ED 327 952 EA 022 611

Mitchell, Douglas
Principal Leadership: A Theoretical Framework for Research. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Administration; *Educational Environment; Elementary Secondary Education; Instructional Leadership; *Leadership Training; Management Development; Organizational Climate; *Principals; Supervision

A theoretical framework for leadership development is developed in this paper that links prior research findings to a cultural theory of principal influence on school performance. Four core dimensions of principal work--supervision, administration, management, and leadership--are analyzed in terms of their contributions to underlying cultural processes, showing how these work activities encourage a different approach to teaching and other school-related tasks. The tension between "settlement" and "frontier" cultures is explored as a way of clarifying the difference between routinized and problem-solving approaches to the principalship. Five research hypotheses for empirical verification of the theoretical framework are developed. (12 references) (LMI)

ED 327 987 EC 230 066

Research in Education of the Handicapped. Proceedings of the Project Directors' Meeting (4th, July 12-14, Washington, D.C. 1989).

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- Jul 89

NOTE- 156p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Aptitude Treatment Interaction; *Behavior Problems; *Disabilities; *Exceptional Child Research; *Individual Differences; Instructional Effectiveness; Intervention; Naturalistic Observation; Prevention; *Qualitative Research; Research Design; *Research Methodology; Special Education; Trend Analysis

The proceedings of a July 1989 conference of directors of research grants and research-based contracts funded by the Division of Innovation and Development of the Office of Special Education Programs are presented. The meeting featured a combination of general sessions, small-group discussions on research issues and content areas, and a panel discussion on individual differences in special education. In a speech titled "Prevention, Intervention, and Understanding of Conduct Problems of Children and Adolescents," John Reid reviews trends in 20 years of research into antisocial child behavior at the Oregon Social Learning Center in Eugene. In "Understanding and Selecting Designs for Research in Naturally-Occurring Situations," Evelyn Jacob provides a rationale for focusing on the goals and assumptions of research designs, explores assumptions and goals of alternative research designs, and offers guidelines for choosing among alternatives. Lynn Fuchs, in an introduction to a panel discussion, examines "The Importance of Individual Differences to Special Education Effectiveness." Other panel presentations include: "Individual Differences and the Form and Function of Instruction" (Alan Hofmeister); "Aptitude-Treatment Interactions: Bad Rap or Bad Idea?" (Deborah Speece); and "Individual Differences and the Individual Difference: The Essential Difference of Special Education" (Stanley Deno). Also included is the conference agenda. About 165 references are cited. (DB)

ED 327 699 CE 056 760

Idaho Cooperative Demonstration Grant in Construction and Mining. Final Report.

Idaho State Dept. of Education, Boise. Div. of Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 678p.; Photographs will not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF04/PC28 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Access to Education; *Apprenticeships; *Building Trades; *Construction (Process); *Cooperative Programs; Curriculum Development; Driver Education; Employment Potential; Females; Job Skills; *Mining; Minority Groups; On the Job Training; Postsecondary Education; Program Development; Program Effectiveness; *School Business Relationship; Work Experience Programs

IDENTIFIERS- *Idaho; Truck Drivers

A project was conducted in Idaho to develop, implement, evaluate, and disseminate a cooperative construction and mining training program to provide preapprenticeship training in construction trades, equipment operation and construction truck driving, apprenticeship-related instruction, and classes in more technical areas for journeyworker upgrading. The cooperative program was a joint effort between the Consortium of Area Vocational Education Schools (CAVES), Associated General Contractors (AGC), Bureau of Apprenticeship and Training (BAT), and mining companies in Idaho. During the project, preapprenticeship programs particularly for females and minority groups in equipment operation and/or construction truck driving were provided; preapprentices were given related instruction in the five basic construction trades; and related instruction for mining apprentices and upgrade classes for journey construction workers in technical areas were developed. The project served more than 700 participants. (Curriculum guides developed for the courses constitute the largest part of this report.) (KC)

ED 327 718 CE 056 802

Warner, Heather
Access, Equity, and Opportunity. Women in Machining: A Model Program.
Hampden County Employment and Training Consortium, Springfield, MA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 26p.; For related documents, see CE 056 736 and CE 056 803. Funded with a grant from the Massachusetts Industrial Services Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Ancillary School Services; Day Care; Demonstration Programs; Educational Opportunities; Employed Women; *Equal Education; *Equal Opportunities (Jobs); Job Training; *Machinists; *Nontraditional Occupations; Postsecondary Education; Sex Discrimination; Sex Fairness; Student Recruitment; *Trade and Industrial Education; Womens Education
IDENTIFIERS- Massachusetts (Hampden County)

The Women in Machining (WIM) program is a Machine Action Project (MAP) initiative that was developed in response to a local skilled metalworking labor shortage, despite a virtual absence of women and people of color from area shops. The project identified post-war stereotypes and other barriers that must be addressed if women are to have an equal opportunity in machining and other skilled trades. Short-term barriers include sex bias in assessment, testing, and counseling; lack of career information; and math or technical anxiety. Support services are essential to eliminate ongoing barriers, such as lack of affordable child care; lack of information about local industry; sexual harassment and discrimination; family opposition; lack of transportation; and financial hardship. To get WIM started, MAP has taken deliberate steps to develop contacts with various sectors of the community and to create materials necessary for active recruitment, including a survey of machine shops to identify machinists who are women and people of color; organization of a Committee on Women in Machining; and establishment of high support services. Program experience suggests recommendations for training providers, employers, labor unions, community organizations, policymakers, and women in the trade to recruit and support women in the workplace. (Lists 13 organizational resources.) (YLB)

ED 327 745 CG 023 049

Thayer, Louis
Self/Career Development: Facilitating Small Group Process.
Eastern Michigan Univ., Ypsilanti. Dept. of Leadership and Counseling.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Development; Career Guidance; *Counselor Training; Elementary Secondary Education; *Group Behavior; *Group Counseling; *Group Dynamics; Group Experience; *Interpersonal Communication; Learning Modules; *School Counseling; School Counselors; Self Evaluation (Groups); Self Evaluation (Individuals); Sensitivity Training

This module is designed to help prospective school counselors expand their understanding of group process, examine their own attitudes and behaviors in groups, and learn components for facilitating small group process with self/career development themes. The module begins with a short review of research on effective counselors and a brief discussion of the necessary conditions for facilitating small groups. The following modules are included: (1) small group process: reviewing the counselor's beliefs and the facilitative conditions (including an article on establishing a healthy psychological learning climate); (2) image recall: tracing attitudes toward, and behaviors in groups; (3) self-assessment: focusing on small group behavior (including Louis Thayer's Self Assessment Inventory); (4) the small group: becoming aware of interactions and the process; and (5) career help groups: facilitating foundations. References are included. (TE)

Heller, Joseph R.

Teaching about AIDS/HIV Disease to College Students.

PUB DATE- 13 Aug 90
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Instruction; College Students; *Course Content; Cultural Differences; Drug Abuse; *Educational Strategies; Higher Education; Homosexuality; *Instructional Design; Moral Values; Religious Factors; Sexuality; Teaching Methods

This paper presents a psychology professor's account of his experiences teaching a course on Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) to college students. The first section discusses how to introduce and market the course on campus, and anticipate students' and colleagues' questions about one's motivations for teaching the course, one's sexual preference, and one's expertise. The second part discusses how to deal with religion, values, and morality, by asserting the objective from the outset (to stop the spread of AIDS by whatever means possible), and how to deal with the likelihood that terminology used in the course will offend some students. Also discussed are the problems of teaching students from diverse cultures and value systems. The third section addresses how to comment on current events and new potential cures, and how to address students' questions and concerns. The remaining sections discuss: how to resolve conflict among sources of information; how to find an appropriate level of knowledge and sophistication; topical coverage; pedagogical devices; audiovisual materials; and experiential exercises. The concluding sections discuss the distribution of activities across class periods and the problem of AIDS burnout. (TE)

ED 327 777 CG 023 081

Handbook for Domestic Violence Victims.
Illinois Coalition Against Domestic Violence, Springfield.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Battered Women; Conflict Resolution; Court Litigation; Crime Prevention; Crisis Intervention; Divorce; Emergency Programs; Emotional Adjustment; *Family Violence; *Marital Instability; *Spouses; *Victims of Crime
IDENTIFIERS- Illinois; *Illinois Domestic Violence Act

This handbook provides guidance for women in Illinois who are victims of domestic violence and spouse abuse. It consists of facts about domestic violence, a survival sheet telling what to do before, during, and after incidents of domestic violence, and advice on seeking emergency assistance and shelter. It then provides advice and resources on making ends meet after victims leave their spouse or partner, including: (1) a guide to public aid, including sources of cash assistance and food stamps; (2) sources of emergency food; (3) obtaining child support payments; (4) crime victim compensation; (5) finding a new home; and (6) job referrals, job training, and day care. The last major section is a guide to the legal system and how victims can get the legal assistance they need to press charges against an abusing spouse or partner. Included is a guide to the Illinois Domestic Violence Act, criminal court proceedings for domestic battery, and civil court proceedings to settle non-criminal disputes. This section concludes with common legal questions and answers for victims of domestic abuse and a summary of the rights of victims under the Illinois Domestic Violence Act. A statewide list of organizations to contact is organized alphabetically by city. (TE)

ED 327 793 CG 023 097

Polulech, Joan Burgess; Nuttall, Paul
Puberty/Adolescence. Growing Pains: Sex Education for Parents. A Newsletter Series. Letter III.
Connecticut Univ., Storrs. Cooperative Extension Service.
PUB DATE- 88
NOTE- 16p.; For related documents, see CG 023 095-099.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescent Development; *Adolescents; Homosexuality; *Interpersonal Communication; Menstruation; *Parent Child Relationship; *Parent Education; Parent Role; Self Esteem; *Sex Education; Sexuality

This document presents the third of five newsletters on sex education for parents. The newsletters were designed to help parents increase their ability to communicate with their adolescents about sexual issues. They explore the origins of the parents' feelings about sex; teach the importance of a healthy self-concept and how to build it in the adolescent; unravel the physical, social, and emotional mysteries of adolescence; and develop some skills that will help parents talk about sex with their adolescents. The specific goals of this newsletter on puberty and adolescence are to help parents have a better understanding of: (1) the difference between puberty and adolescence; (2) the physical, social, and emotional changes that occur during adolescence; (3) adolescent tasks and characteristics; (4) the myths associated with adolescence; (5) the reproductive and sexual response systems; (6) the myths about masturbation, homosexuality, and nocturnal emission; (7) the process of menstruation; and (8) the connection between self-esteem and the adolescent's ability to handle the pressures and changes of this stage of development. The newsletter is presented in workbook format with spaces provided for parents to write answers to questions and exercises. It concludes with a reference list and a short list of suggested readings for parents. (NB)

ED 327 809 CS 010 081

Dixon-Krauss, Lisbeth A.; Jennings, Clara M.
A Report on the Social Context Model of Adult Literacy.
PUB DATE- May 90
NOTE- 36p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Reading Programs; Basic Skills; Instructional Effectiveness; *Models; Program Descriptions; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Social Context Activity Literacy Model

The social context activity model of adult literacy instruction posits that literacy is a relative phenomena and literacy needs are specific to the individual and the social context within which the individual operates. Instruction is based on the concept of activity with a prospective focus on the formation of students' shared and personal literacy motives and goals. The social context program contains four phases: (1) planning; (2) assessment; (3) transition; and (4) maintenance. In the planning phase, common interest and needs of the social unit cluster are identified, students are accessed through their social unit, and small learning groups are formed. Three intermittent assessment phase sessions are conducted to identify student self-perceptions used to guide content of the literacy instructional activities. The transition phase includes nonthreatening reading, writing, speaking, and listening activities to build peer support and transform students' negative resignations toward learning. The maintenance phase contains more structured literacy activities used to teach students self-directional mediational devices that promote independence in continued literacy improvement. (Two figures diagramming the social context model are included; 40 references are attached.) (Author/RS)

Sheridan, Daniel
Writing about Literature: The Paper of Many Parts.
PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Freshmen; Higher Education; Interviews; *Literature Appreciation; Parody; *Poetry; Research Papers (Students); *Writing Assignments; *Writing Exercises
IDENTIFIERS- Writing about Literature; Writing Development

This paper describes a writing assignment given in an introductory literature class at an open-admissions university. In what can be called "the paper of many parts," students write six short pieces in which they do different things with a poem. The paper begins and ends with response statements: an initial one and one at the end that extends or reflects upon the first response. Sandwiched between these are paraphrase, parody, report, and interview. The assignment gets students to live with a text for a while, reading and re-reading it, then reflecting on the experience. While the parody and the interview often produce good results from students, the report is the least successful part. Students often copy from an encyclopedia, so they must bring their source to class and re-work it. If the purpose of having students write about literature is to help students become better readers, the best writing assignments are those closely connected to the text. Teachers should shift some of their focus from analysis and argument to description. Furthermore, teachers should place less value on organization, which removes the student several steps from the reading experience. The result of the assignment is a set of papers that the instructor can actually enjoy reading. (A sample assignment is attached.) (SG)

ED 327 937 EA 022 582

Hixson, Judson; Tinzmann, Margaret Banker
Reconnecting Students at Risk to the Learning Process. Video Conference 9. Restructuring To Promote Learning in America's Schools, A Guidebook.
North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 75p.; For other guidebooks in this nine-volume series, see EA 022 574-581.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *At Risk Persons; Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Interactive Video; School Restructuring; *Teleconferencing

The implications of restructuring proposals for at risk students are examined in this ninth guidebook in a series of nine video conferences on school restructuring. Contents include a description of four approaches for the identification of at risk students: predictive, descriptive, unilateral, and school factors; a discussion of the relationship between meeting at risk student needs and overall school success; an examination of barriers to academic achievement; and an analysis of alternative approaches and strategies for prioritizing restructuring initiatives. Also included are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, course credit information and a list of supplementary materials, 69 references, 2 video sources, and 9 regional resources. Biographical information is given on the conference presenters. (LMI)

ED 328 002 EC 233 214

Johnson-Dorn, Nancy; And Others

Developing Effective Integration between Students with Severe Handicaps and Their Peers: A Teachers' Manual. Teaching Research Integration Project for Children and Youth with Severe Handicaps.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 84

NOTE- 219p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Inservice Education; Inservice Teacher Education; *Interpersonal Competence; *Mainstreaming; Models; Normalization (Handicapped); Parent Participation; *Peer Acceptance; Peer Relationship; *Severe Disabilities; Sibling Relationship; Siblings; Skill Development; *Social Integration; Special Education; Teaching Methods

This project sought to develop a model for integrating students with severe disabilities which would include a strong social interaction programming component. The first section of the teacher's manual describes processes the special education teacher and/or administrator can use for determining and implementing overall integration objectives. A format to assist in preparing different types of inservice activities for a variety of audiences is described. Three peer systems for classroom use are also described. Section II addresses specialized programming for increasing interaction skills. An assessment instrument to evaluate social interaction skills of students with severe handicaps is presented, and procedures for teaching interaction skills are defined. The last section addresses several integration issues encountered by parents of children with handicaps at home. The needs of siblings of children with handicaps are addressed, and a system is provided for parents to identify areas in the community in which their child could be included. Appendices follow each section with examples, blank forms, and resource information. (49 references) (PB)

ED 328 019 EC 233 233

Mason, Christine Y.
Consumer Choice and Satisfaction. NARF Technical Assistance Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Decision Making; Delivery Systems; *Disabilities; Evaluation Methods; Human Services; Independent Living; *Job Satisfaction; Life Satisfaction; *Normalization (Handicapped); Personal Autonomy; *Quality of Life; Quality of Working Life; Rehabilitation; Research Needs; *Self Determination; Social Integration
IDENTIFIERS- Choice Behavior; Empowerment

This guide examines the evolution of human services systems toward the recognition that individuals with handicaps can make consumer choices and should be included in decision-making sessions. Consumers with disabilities are seeking empowerment through their presence and participation in political processes and community events. Choices regarding housing, employment, and other aspects of life cannot be made by a professional on behalf of disabled persons. Quality of life issues should be incorporated into research of the life settings of individuals with disabilities. Findings from existing research indicate that more joint planning with consumers is needed, and ways that the service sector can get consumers involved are considered. The Consumer Job Satisfaction Scale, being developed by the National Association of Rehabilitation Facilities, is presented as a tool to assess factors contributing to quality of working life. Techniques for measuring satisfaction in nonverbal individuals are also addressed. Implications for consumers, state and federal agencies, and rehabilitation service providers are examined. (47 references) (JDD)

Kluwin, Thomas N.; Papalia, Julie

The Relationship between Knowledge of Story Structure and Question Comprehension in Young Hearing Impaired Children.

PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Elementary Education; Evaluation Methods; *Hearing Impairments; Knowledge Level; Language Acquisition; Language Processing; Pictorial Stimuli; Picture Books; Prediction; Recall (Psychology); Residential Schools; Special Programs; Special Schools; Story Grammar; *Story Telling; Teaching Methods
IDENTIFIERS- *Question Answering; Question Types

Thirty hearing-impaired children at a residential school for the deaf, a day school for the deaf, and a day program for the deaf in a regular public elementary school were shown picture books, asked to tell the story, and asked to respond to specific questions. Results showed that the ability to process questions was related to the structure of the information the respondent held. The ability to process simple identification questions was related to the presence of the response within the immediate environment, while the ability to comprehend questions involving predictions about events in a narrative not immediately present were related to the ability to retrieve the salient elements of the narrative. Questions involving the recall of detailed information or questions about causal relationships appeared to be dependent on the ability to retain more than the salient events of the narrative. It is concluded that simple linear curricula or testing procedures that are built on syntactic structures alone will not be accurate predictors of the hearing-impaired child's real ability or effective instructional devices. More global models of language development and processing are needed. (8 references) (JDD)

ED 327 825 CS 010 382

Rosenberg, Louise C.; LaRosa, Barbara V.
College Learning Strategies: A Retention Model for At-Risk Students.
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Basic Skills; College Bound Students; College Freshmen; *College Instruction; *Developmental Studies Programs; Higher Education; *High Risk Students; High Schools; Learning Strategies; Program Descriptions; School Holding Power; Study Skills; Summer Programs; *Transitional Programs
IDENTIFIERS- *University of Hartford CT

The Pre-College Summer Institute (PCSI) program has been in effect at the University of Hartford, College of Basic Studies, since the summer of 1968. PCSI was a five-week, five-days-a-week program designed to evaluate and prepare marginally acceptable students for the college's entering freshman class. Initially, the program was designed to include only three non-credit bearing courses--English, math, and reading/study skills. In 1976, the program was changed with the addition of a Western Civilization course. During the summers of 1986 and 1987, college credit was given for successful completion of the Reading/Study Skills course. Students selected for the PCSI program have SAT scores within specific ranges and have particular problems with motivation, focusing on goals, attendance, time management, and commitment to task. In the summer of 1990, a small percentage of minority students were added to the predominantly upper middle class student population. There is a need for programs such as PCSI to provide underprepared students with the means to achieve the most from their college experiences. The classes consist of 10 students per section and meet daily for 1 hour 15 minutes for 5 weeks. Diverse instructional approaches were used including lectures, textbook readings, small group assignments, lab applications, journals, site visits, projects, and exams. Problems include lack of available statistics and information about the preceding classes, little follow-up after students leave the program, and scheduling of classes. PCSI is undergoing some radical changes in admissions, scheduling, and course offering. (RS)

ED 327 856 CS 212 625

Smith, Carl B.; Reade, Eugene W.
Word History: A Guide to Understanding the English Language.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Historical Materials (060) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Diachronic Linguistics; *English; *English Instruction; Secondary Education; Study Guides; Word Study Skills

This book is intended to help teachers in the upper grades lead their students toward an understanding of the history of the English language. It demonstrates the value of studying language history and provides material and suggestions which can be used to complement a language arts program. The book stresses making students aware of the development of the English language and helping them understand more fully the reasons for current conventions of spelling and grammar. It presents a brief survey of the history of English, focusing on outside influences as well as on characteristics of the language and its literature. Following an introduction, the book contains five chapters: (1) The Origin of English; (2) Old English (c. 450-1100); (3) Middle English (c. 1100-1500); (4) Early Modern English (c. 1500-1800); and (5) American English. At the end of each chapter a few exercises are provided which suggest ways in which students may work with the language of that period. A list of 51 references concludes the book. (SR)

Mason, Gail E.
Assessing Internships as Experiential Learning: The Views of Interns, On-Site Supervisors, and Intern Coordinators.
PUB DATE- Nov 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Communication Research; Educational Research; Higher Education; Instructor Coordinators; *Internship Programs; Interviews; Professional Education; Questionnaires; Speech Communication; *Student Experience
IDENTIFIERS- Supervisor Supervisee Relationship

A study examined interns, communications corporations, and sponsoring universities to see if there was a "win-win-win" relationship occurring among these three partners. The two-part investigation first involved interviewing 37 past interns, on-site supervisors, and campus coordinators, and second, involved sending out a nationwide questionnaire (developed as a result of these interviews) to another group of 110 past interns, 120 on-site supervisors, and 170 campus coordinators. Findings suggest that respondents disagreed on the intern experience as a whole; on-site supervisors and interns indicated both positive and negative experiences. Interns strongly disagreed with the statement suggesting that interns complete their tasks only in fulfillment of a requirement. In general, results indicated substantive agreement between statements made by the initial interviewees and questionnaire respondents. Issues which remained conflicting were pay, credit, and the nature of on-site supervision. (Two tables of data are included.) (MG)

ED 327 921 EA 022 548

Candoli, I. Carl
School System Administration: A Strategic Plan for Site-Based Management.
PUB DATE- 91
NOTE- 245p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrative Principles; *Administrator Responsibility; Democratic Values; Elementary Secondary Education; Government Role; *Public Education; *School Based Management; *School Restructuring; Social Change; *Superintendents

Attempting to place the evolution and current status of the American school system in a context that encourages administrators' pursuit of educational restructuring, this text provides a blueprint for districts choosing a site-based management approach to school system organization. Chapter 1 examines the evolution of the American school system and American society (from agrarian to industrial to technological), focusing on the role of democratic values and societal change in shaping education. Chapter 2 reviews various organizational patterns throughout the American school system, traces the development of the superintendency, establishes seven basic school system functions, and suggests site-based management as the appropriate way to organize these functions. Chapters 3 through 9 present the functions (planning, program delivery, evaluation, communications, financial management, instructional support, and noninstructional support) as they should be conceived for implementing a site-based management approach. The final chapter deals with governance issues and explicates the role of the federal government, the state, and the local school board. Included are an index and 27 references. (MLH)

ED 327 953 EA 022 612

Smith, Julia; And Others
Relationship between Personal and Contextual Characteristics and Principals' Administrative Behaviors. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- •Administrator Attitudes; •Administrator Characteristics; •Educational Environment; Elementary Secondary Education; •Leadership Styles; •Principals
IDENTIFIERS- Illinois

The role of personal and contextual factors in predicting principals' age, gender, experience, self-concept, and personal incentives is examined in this exploratory study. Contextual factors include characteristics of the school, staff, and community, and the district's psychological environment. In a sample of 160 Illinois principals, multiple regression was used to identify significant predictors of two leadership behaviors and three management behaviors. Findings indicate that the most influential personal characteristics are individual goals and incentives, and the most influential contextual factors are district psychological environment. Staff characteristics are associated with four of the five administrative behaviors, and community characteristics are unrelated to either management or leadership functions. Four tables are included. (25 references) (LMI)

ED 327 970 EA 022 643

Howley, Aimee A.; And Others
Anti-Intellectualism in U.S. Schools.
PUB DATE- 16 Dec 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Educational Principles; Elementary Secondary Education; *Institutional Mission; *Intellectual Development; Intellectual Experience; Politics of Education; Power Structure; Role of Education

The assertion that American schools serve the political structure by ignoring the core part of their mission, the nurture of intellect, forms the basis of this critique. An analysis of the educational mission, the effect of teacher characteristics on student outcomes, and academically gifted student programs leads to the conclusion that education is an anti-intellectual institution that channels intellect away from challenging vested power interests in the political economy. Alternative views of the schools' mission based on ethical, political, and aesthetic premises are discussed. The call is made for developing curricula based on students' environment and stage of intellectual development to bridge the gap between the immediate world and universal human experience. A second conclusion is that the intellectual content and substance of a curriculum are as important as the intellectual process. (76 references) (LMI)

ED 328 033 EC 233 247

McClain, John W.
The Recruitment and Retention of Minority Trainers in University Affiliated Programs--African-Americans.
Wisconsin Univ., Madison.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 41p.; A product of the Waisman Center University Affiliated Program. For related docuements, see EC 233 245-248.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Access to Education; Blacks; *Black Students; Cultural Background; *Developmental Disabilities; Higher Education; *Human Services; Individual Characteristics; *Labor Turnover; Minority Groups; Models; *Professional Education; Program Development; *Student Recruitment
IDENTIFIERS- African Americans; *University Affiliated Training Programs

This monograph addresses the recruitment and retention of African-Americans in University Affiliated Programs (UAP), which train personnel for the provision of health, education, and social services to people with developmental disabilities. It is designed to assist UAP faculty and staff to develop a comprehensive plan to increase the participation of African-Americans. It documents key factors contributing to the steady decline of African-American representation within undergraduate and graduate-level programs, and offers strategies for increasing the number of African-American professionals in the field of developmental disabilities. It discusses ethnic identifiers and cultural terms of reference, demographics of the African-American population, and underrepresentation in colleges and universities. A chapter on educational experiences of African-Americans describes the historic role of Anglo-American university traditions in repressing African-Americans, and examines the values, attitudes, and expectations brought to the educational experience by both students and professors. Model recruitment, admissions, and retention strategies are presented. A final section presents information on opportunities for national networking and describes exemplary recruitment and retention programs, including summer institutes. (23 references) (JDD)

Pinard, Minola A.

Speech and Language Learning: Non-Linguistic versus Linguistic Processes. Publication B-173.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

PUB DATE- 90
NOTE- 186p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Age Differences; Bilingualism; Consonants; *English (Second Language); Foreign Countries; French; Language Research; *Learning Processes; Linguistic Theory; *Second Language Learning; *Sex Differences; Skill Development; *Speech Skills

Four studies were conducted in which subjects performed three sets of tasks tapping, in a standard format, progressively refined, non-linguistic processes in speech processing. The studies examined the following: (1) auditory versus phonetic processes in the discrimination of consonants; (2) auditory versus phonetic processes in loudness and pitch judgments; (3) auditory versus phonetic processes in the categorization of consonants; and (4) phonetic processes in the categorization of consonants. Subjects were male and female Canadian francophones of different ages and varying degrees of knowledge of English. The third study gave the clearest results, allowing dichotomization into two separate processes by finding differential patterns of development for two tasks. It was possible to postulate that the processes were linguistic and non-linguistic by finding the expected specific patterns of development, specific patterns of sex by age similarities and differences, differential patterns of correlation between degree of bilingualism and consonant contrasts, and, unexpectedly, a different pattern of performance on one contrast, all according to task. Results are discussed mainly in relation to other experiments on the phonetic mode. A 90-item bibliography and substantial appended materials concerning the design and results of the studies are included. (Author/MSE)

ED 327 641 CE 056 546

Training for Work: What the U.S. Can Learn from Europe.
Education Writers Association, Washington, DC.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- 90
NOTE- 53p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Programs; *Apprenticeships; Comparative Education; Developed Nations; Educational Policy; *Education Work Relationship; Foreign Countries; *Job Training; *Labor Force Development; Postsecondary Education; *Retraining; Secondary Education; *Unemployment; Vocational Education; Youth Programs
IDENTIFIERS- England; *Europe (West); Sweden; West Germany

Six observers studied both school-to-work transition programs for youth and retraining programs for adult workers in three Western European countries--West Germany, Sweden, and England. They identified European solutions to a pressing problem in the United States: youth and adult workers whose skills are inadequate for today's and tomorrow's jobs. The education policies of Germany and Sweden reflect the reality that not all children go on to college. A viable alternative is offered through the dual system, in which a student receives a certificate for completing an apprenticeship program. Sweden's system requires schools to provide students with work-related experiences. In contrast, England finds it difficult to correct the shortcomings of a system that historically reserved education after age 16 for the academic elite. A national curriculum has been implemented in an attempt to upgrade schooling. Emphasis in all three countries is placed on development of skills of the next generation, concern about the livelihood of the employed, and commitment of employers, labor, and government to deal with change. (Part II of this report is a clipping file with 28 pages of stories about the European experience from newspapers and other publications. Articles also address U.S. failures and successes using techniques borrowed from these countries as well as its own. Lists of reporters, sources, and reports are appended.) (YLB)

ED 327 656 CE 056 666

Hehn, Darold; Newport, Bob

Introduction to Natural Resources. Teacher Edition.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 91
NOTE- 425p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Behavioral Objectives; *Conservation (Environment); *Conservation Education; Energy Conservation; *Environmental Education; Forestry; Learning Activities; Lesson Plans; *Natural Resources; Outdoor Activities; Parks; Physical Environment; Postsecondary Education; Secondary Education; Teaching Methods; Test Items; Units of Study; Water Resources; *Wildlife; Wildlife Management

This color-coded teacher's guide contains curriculum materials designed to help students develop an awareness of renewable and nonrenewable natural resources and to identify occupations in the area of natural resources. The guide contains nine units, each of which includes some or all of the following basic components: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment sheet answers, job sheets, practical tests, written test, and answers to written test. Units cover the following topics: introduction to natural resources and conservation; water resource management; land management; air resource management; wildlife management; wildlife habitats; outdoor recreation; forestry; and energy resources. All of the units focus on measurable and observable learning outcomes. They are designed for use in more than one lesson or class period of instruction. (KC)

ED 327 672 CE 056 694

Schenk, Susan, Ed.; Harrah, Doris, Ed.
Teaching Basic Caregiver Skills.
Grossmont District Hospital, La Mesa, CA.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 88
NOTE- 74p.; For related documents, see CE 056 695-696.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Aging (Individuals); Curriculum Guides; Disabilities; *Family Caregivers; *Homebound; Instructional Materials; Learning Activities; Long Term Care; *Medical Services; *Nursing; Older Adults; Pretests Posttests; Teaching Guides; Units of Study

This instructor's guide provides materials for a nursing skills course designed to teach basic home nursing skills to families who plan to care for a chronically ill or elderly family member at home. It may be taught by a registered nurse with knowledge of all areas or by a team, with each instructor concentrating on his/her area of expertise. Course content is organized into six units: the home care environment, mobility, meal time, personal care, the bed patient, and working with health care professionals. Each unit involves the family in considering the special needs of the patient/family member and in planning how to incorporate home care into the family's daily life. Active participation helps to develop the basic nursing skills being taught. Introductory materials include facts and fallacies of caregiving; caregiver education philosophy; and classroom setup and teaching suggestions. Each unit consists of these components: an introduction; suggestions for instructor; points to cover; questions regarding community resources; and examples of handouts. Appendixes, amounting to approximately one-half of the guide, include sample class schedules, objectives, pretest, and posttest for a basic and an advanced course; sample handouts; evaluation form; and certificate. (14 references; 10 resources) (YLB)

Labor-Management Commitment: A Compact for Change. Views from the Collective Bargaining Forum.

Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.

PUB DATE- 91

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; *Collective Bargaining; *Collegiality; *Employer Employee Relationship; Employment Problems; Labor Problems; *Labor Relations; Participative Decision Making; Quality of Working Life; Teamwork; *Unions; Vocational Education; Work Environment

In 1988 the Collective Bargaining Forum, a private group of labor and business leaders, adopted a statement of principles recognizing that the institution of collective bargaining is an integral part of economic life in the United States. The purpose of the statement was to facilitate the spread of positive relations between labor and management based on mutual respect and trust. As a next step, the Forum has proposed a model compact for labor-management relations suggesting a new set of obligations and responsibilities that transcend and expand traditional collective bargaining relationships. The issues or practices that should be included in such a compact include: joint commitment to the economic success of the enterprise; joint commitment to the institutional integrity of the union; commitment by top management to employment security and continuity; worker participation and empowerment; conflict resolution; responsibilities in transforming industrial relations; and public policy principles. For each issue or practice, the Forum has also developed a set of guidelines which is both practical and consistent with the principles adopted earlier by the Forum. (A list of Forum members is appended.) (YLB)

ED 327 732 CE 056 826

Peace Corps Aquaculture Training Manual. Training Manual T0057.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 90
NOTE- 324p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; *Course Content; Curriculum; Developing Nations; Educational Resources; *Fisheries; Foreign Countries; *Learning Activities; Postsecondary Education; Program Implementation; Teaching Methods; Units of Study; Volunteers; *Volunteer Training
IDENTIFIERS- *Aquaculture; *Peace Corps

This Peace Corps training manual was developed from two existing manuals to provide a comprehensive training program in fish production for Peace Corps volunteers. The manual encompasses the essential elements of the University of Oklahoma program that has been training volunteers in aquaculture for 25 years. The 22 chapters of the manual are arranged in three sections. Chapters 1-9 introduce the aquaculture training program and provide information on the following: philosophy and methodology, goals and objectives, site requirements, length of training, trainee qualifications and assessment, staff qualifications and training, and summaries of 8- or 10-week training programs and program design considerations. Chapters 10-19 take the instructor through a 10-week program, with Chapter 10 outlining the program and the following chapters providing the training materials for each week of the program. Chapter 20 discusses program evaluation; and recommendations for in-country training. Lists of publications, equipment, and materials comprise the final two chapters. (KC)

ED 327 778 CG 023 082

Goldstein, Harold; Fraser, Bryna Shore
Getting a Job in the Computer Age.
National Inst. for Work and Learning, Washington, D.C.
PUB DATE- 86
NOTE- 104p.; Subtitle on cover page reads: "The First National
  Report on the Computer Skills You Need for the Job You Want."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Books (010) Reports - General (140) o
DESCRIPTORS- *Computer Literacy; Data Processing Occupations;
  *Employment Opportunities; Employment Patterns; Employment
  Qualifications; *Job Analysis; *Job Skills; Job Training; Labor
  Market; *Microcomputers; *Occupational Information; Occupational
  Surveys; Office Automation; Office Occupations; Postsecondary
  Education; Word Processing

This book investigates how workers use computers and how they learn the needed skills, based on a study of 140 occupations in which computers are currently used. Its main finding is that relatively few workers need a lot of computer-related training. Chapter 1, the introduction, discusses the rapid growth and spread of computers across a wide range of occupations, and provides a quick guide to "computerese." Chapter 2 provides advice on the training required for operating or programming computers, along with information on where training is available. Chapter 3, the main body of the book, is a survey of occupations in which computers are used: (1) Group 1, occupations that require extensive computer training, includes professional workers in computer science, and technical workers in data processing; (2) Group 2, occupations that may require training in both programming and operating computers, includes engineers and related technical workers, life and physical scientists, mathematical scientists, and other professional and technical workers; and (3) Group 3, occupations that may require training in operating computers, includes agricultural workers, clerical

ED 327 840 CS 010 398

Phillips, Laura A.
"Weaving a Web" of Literacy: A One-Year Evaluation of the Implementation of a Literature-Based Whole Language Approach.
PUB DATE- Dec 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- •Childrens Literature; Classroom Research; Grade 5; •Instructional Effectiveness; Intermediate Grades; Literature Appreciation; Low Achievement; Program Evaluation; Reading Aloud to Others; Reading Attitudes; Reading Improvement; Reading Skills; Spelling; •Vocabulary Development; •Whole Language Approach
IDENTIFIERS- Iowa Tests of Basic Skills

A study investigated the effectiveness of a program to improve the reading/vocabulary skills of an ability-grouped fifth grade class of "low achievers" (N=15) through the implementation of a literature-based whole language approach. Students were read aloud to from quality children's literature. From these books, spelling and vocabulary lists were developed and administered 30 minutes a day, 4 days a week during the scheduled classroom reading period. By means of a thematic web, additional skills and subject matter were interwoven so as to provide students with a less fragmented curriculum. The Iowa Tests of Basic Skills were administered in the spring prior to the program and again in the spring of the following year. Results indicated gains of: (1) one year and four months in vocabulary; (2) one year and five months in reading; and (3) seven months in spelling. While the positive statistical findings related to the project were encouraging, the classroom teacher was much more excited by the day-to-day response from the students. For the first time, this group of "low achievers" became aware of the function of print, the nature of written language, and the structure of narrative text. They began to value books, independently selected books appropriate for their reading level, and were eager to share books with each other and the teacher. (Two figures representing literature webs, four tables of data, and one graph are attached.) (RS)

ED 327 904 CS 507 384

Ansell, Dorothy I.; Griffin, William V.

Let's Talk Independence: A Curriculum for Learning Communication Skills. Participant's Guide.

Eastern Kentucky Univ., Richmond.

SPONS. AGENCY- Kentucky State Dept. for Human Resources, Frankfort. Dept. for Social Services.

PUB DATE- 88

NOTE- 48p.; For a companion group leader's guide, see CS 507 383.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Communication Skills; Curriculum Guides; *Daily Living Skills; *Independent Living; Instructional Materials; Interpersonal Competence; Secondary Education; Teaching Guides; Young Adults

IDENTIFIERS- *Communication Strategies; Kentucky

Intended to help young people acquire independent daily living skills, this book is the participant's guide to an advanced youth training curriculum for developing communication skills. The guide's first session introduces the basics of communication, while the subsequent seven sessions (each intended to take approximately one hour) focus on communication in all aspects of life: on the job, with family, in the community, during leisure time activities, with friends, in the marketplace, and at home. Intended for use in a group setting and by youths who have already completed a more basic curriculum on independent living, the guide contains many activities which provide opportunities for youth to practice communication skills such as getting along with a roommate, approaching a landlord with a problem, dealing with criticism on the job, and negotiating with a car dealer. (SR)

Cost Efficiency of Early Education. Abstract 25: Research and Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Nov 89
NOTE- 3p.; For the final report on which this extended abstract is based, see ED 293 492.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; *Delivery Systems; *Disabilities; *Early Intervention; Home Programs; Infants; Intervention; Language Handicaps; Paraprofessional Personnel; Preschool Education; Program Effectiveness; Program Evaluation; Research Methodology; Speech Handicaps

Cost-benefit studies of the Early Intervention Research Institute at Utah State University are summarized. No differences were found in educational effectiveness between half- and full-day programs, with the costs of half-day programs being about 75-85% of full-day programs. No significant differences were found between groups served by professionals or paraprofessionals on posttests of Intelligence Quotient, fine motor skills, gross motor skills, receptive language, and expressive language, with mean costs per child slightly less for the paraprofessional treatment group. Comparison of parent-and clinic-delivered intervention for speech and language problems found a greater mean change in language scores and greater economic efficiency for the parent-delivered intervention. Evaluation of the Abecedarian Program indicated that it is a sound economic investment with benefits including child care, reduced cost of special education and/or grade retention, earnings increase, and welfare and crime cost reduction. Recommendations concerning the design of economic studies of early intervention include additional studies of children's age at start of intervention, use of sound methods such as quasi-experimental and experimental designs, use of statistical procedures that increase the interpretability of quasi-experimental designs, use of large sample sizes, and more collection of longitudinal data. (DB)

ED 327 700 CE 056 762

Engelbrecht, Nancy; And Others
Place Value. Fundamentals of Occupational Mathematics. Module 1.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- 90
NOTE- 11p.; For related modules, see CE 056 763-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arithmetic; Community Colleges; *Decimal Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; Number Concepts; *Numbers; Pacing; *Place Value; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Related Mathematics

This module is the first in a series of 12 learning modules designed to teach occupational mathematics. Designed for improving machine shop technology skills, this module begins with an introduction to the topic. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include digits, place value, and decimals. (YLB)

ED 327 746 CG 023 050

Thayer, Louis

Self/Career Development: A Helping Role for the School Counselor.

Eastern Michigan Univ., Ypsilanti. Dept. of Leadership and Counseling.
PUB DATE- 88
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Guidance; Career Planning; Counseling Objectives; Counseling Techniques; Counselor Role; *Counselor Training; Elementary Secondary Education; Learning Modules; Occupational Aspiration; *School Counselors; *Self Actualization

This module is intended to help prospective school counselors continue to understand their own self/career paths and begin to explore the dimensions and components of self/career development for learners in kindergarten through grade 12 (K-12). Unit 1, "Image Recall: Assessing One's Own Self/Career Development," briefly reviews career development theories to enable prospective counselors to examine how their own developmental self/career processes have been emerging. Unit 2, "Jobline: Looking at Work and Jobs," asks prospective counselors to complete a time-dimensional "Jobline" and share information on future plans, values, and obstacles. Unit 3, "A K-12 Self/Career Development Plan: Thinking the Priorities," provides an overview of K-12 self/career development priorities with tasks assigned and resources explored. Specific career development competencies are listed for elementary, middle/junior high, and high school students, along with names and addresses of resource persons and a list of resource materials. Unit 4, "A Field Visit: Experiencing Components of a Self/Career Development Program," provides instructions for a school visit to gain hands-on experience with selected aspects of a K-12 self/career development program. (TE)

ED 327 762 CG 023 066

Silverman, Wade
Reflections on Psychotherapy and Aerobic Exercise.
PUB DATE- 12 Aug 90
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aerobics; Body Image; Bulimia; Depression (Psychology); Eating Habits; *Emotional Adjustment; Emotional Disturbances; *Exercise; Physical Health; *Psychopathology; *Psychotherapy

This document provides a series of reflections by a practicing psychologist on the uses of aerobic workouts in psychotherapy. Two case histories are cited to illustrate the contention that the mode of exercise, rather than simply its presence or absence, is the significant indicator of a patient's emotional well-being or psychopathology. The first case illustrates the abuse of physical exercise through a bulimic patient who alternately gorged on food and then absolved herself by spending hours every day at a health club, exercising and jogging to keep her weight down. In this case, exercise was seen as a reflection of the client's emotional disorder rather than a solution. The counterexample is of an overweight client with chronic depression for whom exercise was a marker of psychological adjustment, along with work habits, sexual habits, and eating and drinking habits. It was concluded that depending on the context, aerobic exercise such as jogging can be either a compulsion, indicative of the problem itself, or a successful therapeutic intervention to enhance physical health and emotional well-being. (TE)

ED 327 794 CG 023 098

Polulech, Joan Burgess; Nuttall, Paul

Communication and Negotiation. Growing Pains: Sex Education for Parents. A Newsletter Series. Letter IV.

Connecticut Univ., Storrs. Cooperative Extension Service.

PUB DATE- 88

NOTE- 19p.; For related documents, see CG 023 095-099.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Adolescents; *Interpersonal Communication; *Parent Child Relationship; *Parent Education; Parent Role; Self Esteem; *Sex Education; *Sexuality

This document presents the fourth of five newsletters on sex education for parents. The newsletters were designed to help parents increase their ability to communicate with their adolescents about sexual issues. They explore the origins of the parents' feelings about sex; teach the importance of a healthy self-concept and how to build it in the adolescent; unravel the physical, social, and emotional mysteries of adolescence; and develop some skills that will help parents talk about sex with their adolescents. The specific goals of this newsletter on communication and negotiation are to help parents: (1) be able to identify changes taking place in the adolescents and the parents that can lead to parent/adolescent conflict; (2) be able to explain the difference between Language of Unacceptance and the Language of Acceptance; (3) be able to identify six roadblocks to positive communication and ways to remove them; (4) list the steps in listening; (5) successfully use effective listening at least once a day; (6) be able to list the five steps in negotiation; (7) successfully use the five steps of negotiation at least once with their adolescents; and (8) be able to set limits with their adolescents cooperatively and specifically. The newsletter is presented in workbook format with spaces provided for parents to write answers to questions and exercises. It concludes with a reference list and a short list of suggested readings for parents. (NB)

ED 327 810 CS 010 350

Irwin, Martha; And Others
Using Computers in Reading Instruction.
Michigan Reading Association.
PUB DATE- *87*
NOTE- *7p.*
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- •Computer Uses in Education; Databases; Elementary Secondary Education; •Microcomputers; •Reading Instruction; Word Processing; •Writing Instruction

The two components of this document are: (1) a brief position paper; and (2) a related but independent bibliography of references on using computers in reading/writing instruction. The paper presents six recommendations for the intelligent use of computers in the teaching of reading and composition, discussing the guidelines of the International Reading Association, integration within the curriculum, selection of software, access to hardware and software, consultation with parents, and preparation of teachers. The bibliography lists references which may help people keep up to date with the rapid developments in technology and their applications to language arts instruction. It lists 9 journals and newsletters of professional organizations as well as 18 books dealing with issues and practical suggestions for using computers in reading/writing instruction. (SR)

ED 327 873 CS 212 643

Noguchi, Rei R.
Grammar and the Teaching of Writing: Limits and Possibilities.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 91
NOTE- 135p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Grammar; Higher Education; Instructional Effectiveness; Instructional Improvement; *Writing (Composition); *Writing Improvement; *Writing Instruction; Writing Skills; Writing Teachers
IDENTIFIERS- Childrens Writing; *Writing Development

Intended for practitioners, this study has three principal aims: (1) to reduce the breadth of formal grammar instruction by first locating those areas where grammar and writing overlap and then identifying those kinds of writing problems most amenable to treatment with a grammar-based approach; (2) to decrease the classroom hours spent on formal grammar instruction by showing how to capitalize on the already acquired yet unconscious knowledge that all native writers have of their language; and (3) to make this streamlined "writer's grammar" more productive by showing how to integrate it with style, content, and organization. The book is directed toward teachers of writing who, to varying degrees, struggle with the unwieldy partnership of grammar and writing. Chapters 1 and 2 serve to examine some probable reasons why grammar instruction has failed to improve writing quality, to delimit radically the scope of grammar instruction, and to identify specific areas where a knowledge of a minimal set of grammatical categories might be of help. Chapters 3 and 4 focus on the use of native-speaker abilities in place of formal grammar instruction to treat certain kinds of sentence-level writing problems. Chapter 5 suggests a promising way to integrate the diminished focus on grammar with style, content, and organization. Finally, chapter 6 summarizes several pragmatic paradoxes that currently beset grammar instruction in the schools. (MG)

ED 327 971 EA 022 645

Ellsberry, James; And Others

The Indiana Principal Leadership Academy: A Model for Professional Development.

PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Principles; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Instructional Development; *Instructional Leadership; *Management Development; *Principals; Professional Continuing Education; *Professional Development
IDENTIFIERS- *Indiana Principal Leadership Academy

In response to the need for professional growth opportunities for principals, the Indiana Principal Leadership Academy (IPLA) was founded in 1985. The IPLA was created to be a national training model for principals, as leaders of instructors, empowered with effective behaviors and practices. The academy's focus is on four proficiencies: (1) leadership; (2) communication; (3) culture; and (4) school programs. Four days of instruction are devoted to each proficiency over a 2-year period. During the leadership phase, self-awareness, learning styles, and values are emphasized. Oral, written, and nonverbal communication are second-phase components. The culture phase compares and contrasts school culture and climate, exploring how each can be positively influenced. School programs for reform are the focus of the fourth phase, as school improvements can only take place after assessment of needs, resources, and priorities. The IPLA's instructional model is based upon the "effective inservice model's" six components: (1) rationale; (2) delivery; (3) humor; (4) human development; (5) evaluation; and (6) celebration. Principals are asked to evaluate the program at the end of each session and when they graduate from the academy. (EJS)

ED 328 003 EC 233 215

Toews, Jane; And Others

Implementation Strategies for Integration. An Administrator's Manual. Teaching Research Integration Project for Children and Youth with Severe Handicaps.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 84
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Planning; Educational Policy; Elementary Secondary Education; *Mainstreaming; Parent School Relationship; *Program Development; School Activities; *School Policy; *Severe Disabilities; Social Integration

This manual puts forth strategies for integrating students with severe disabilities, which have been successfully implemented by administrators and teachers in public schools. A sequential set of suggestions and practical examples to help administrators plan integration policy is also featured. The first chapter describes a conflict between a parent and a principal over ways in which a severely handicapped student can be integrated into the total school program. Chapter 2 provides ideas and suggestions for designing integration plans for school programs. Chapter 3 presents ways in which educational programs can foster community involvement for students with severe handicaps. (13 references) (PB)

ED 328 020 EC 233 234

Mason, Christine Y.; And Others
Effective Management of Supported Employment. NARF Technical Assistance Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- •Change Strategies; •Disabilities; Employment Programs; Financial Support; Personnel Management; Planning; •Program Administration; Program Development; Program Evaluation; Rehabilitation Programs; Resource Allocation; Self Evaluation (Groups); Supervision; •Supported Employment; •Vocational Rehabilitation

This document aims to help agencies adapt to supported employment by considering how to manage both the timing and the processes used in facilitating change. It provides a systematic evaluation of the administration of supported employment. Supported employment administration is compared to administration of traditional vocational rehabilitation programs. Strategies are provided for supervising staff, negotiating with funding agencies, and allocating resources. The text is organized so that portions of it can be used as working documents for executives, mid-level managers, and supervisors as they plan for supported employment. A chapter titled "Managing Change: The Challenge to Executive Leadership" discusses the role of vision in management, the role of mission in management, strategic planning for supported planning, guidelines, and resource management. The implications of supported employment programs for mid-level facility managers are then discussed in a chapter titled "Managing Discrepancies: The Mid-Level Management Challenge." Changes needed in the roles of traditional government funding sources in order to provide intensive initial job site training and continuing long-term support are examined. Ways in which supported employment redefines and challenges supervisory management to be more flexible in staffing and personnel retention are reviewed. An appendix contains a form for supported employment self-diagnosis. (Includes 37 references) (JDD)

Kluwin, Thomas N.

Effective Teaching of Hearing Impaired Students in Different Environments.

PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Associatirn (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Educational Practices; *Hearing Impairments; *Instructional Effectiveness; *Mainstreaming; *Mathematics Instruction; Secondary Education; *Special Classes; Student Placement; Teaching Methods

This study sought to determine effective instructional practices for hearing-impaired students in mainstreamed and special classes. It involved a survey of 63 secondary mathematics teachers (with an 87% response rate), teacher logs of assignments and class work, and live observations. The study found no main effect for type of classroom (mainstreamed or special), achievement level of the class, or for 10 classroom process variables (such as positive feedback, homework frequency, and degree of individualization.) There was no interaction effect for the type of placement and the level of achievement. There was an interaction between the type of placement and the process variables, but no interaction effect between process variables and achievement. It appeared that successful mainstream placement may be defined by a greater degree of oral presentation and less seatwork, while a successful special class may be defined by less teacher talk and more seatwork. It is concluded that effectiveness was not found to be identical in the two situations, but the specific differences could not be clearly established. (14 references) (JDD)

ED 327 719 CE 056 803

Heitner, Keri L.; And Others
What Do Workers Have To Say? Skills & Technological Change.
Hampden County Employment and Training Consortium, Springfield, MA.
SPONS. AGENCY- *Office of Vocational and Adult Education (ED), Washington, DC.*
PUB DATE- *Oct 90*
NOTE- 44p.; A Project CREATE/Machine Action Project. For related documents, see CE 056 736 and CE 056 802.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Auto Mechanics; *Basic Skills; Continuing Education; Education Work Relationship; *Employee Attitudes; Employment Qualifications; *Futures (of Society); Graphic Arts; *Job Skills; Machine Tools; Machinists; Metal Working; Occupational Information; Postsecondary Education; Printing; Refresher Courses; Retraining; Secondary Education; *Skilled Occupations; Skilled Workers; *Technological Advancement; Trade and Industrial Education; Work Environment
IDENTIFIERS- Massachusetts (Hampden County); Massachusetts (Hampshire County)

A survey examined workers' perspectives on skills usage and the effects of technological change in the workplace, specifically in three trades: metalworking machining, automotive repair, and graphic arts/printing. Responses to interview questions asked during site visits to shops in Hampden and Hampshire Counties (Massachusetts) were incorporated into the survey design and content. A total of 209 surveys from respondents in participating shops employing under 100 production workers or line personnel were analyzed. Findings showed that a majority of workers across all three trade areas indicated more or much more usage of high technology skills (computer data entry, operation of computer controlled machinery, computer programming) in the year 2000. Workers affirmed that changes in technology will require greater math usage and greater usage and higher levels of reading skills on the job. The majority had attended at least one upgrading course and strongly agreed that they wanted to advance their skills. Most saw usage of problem-solving skills increasing. Recommendations for policy changes focused on the importance of basic skills; importance of technical skills; curriculum restructuring; worker participation in training design; equity and access issues; and development of apprenticeship models. Issues requiring further research were raised. (23 references; 17 tables; 5 graphs) (YLB)

ED 327 857 CS 212 626

Celebrating Diversity: A Global Approach to Literature and World Culture. Proceedings of the Conference (Montclair, New Jersey, March 10, 1989).

Montclair State Coll., Upper Montclair, N.J.

PUB DATE- 89

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; Cultural Pluralism; Higher Education; Interdisciplinary Approach; Literature; *Multicultural Education; Secondary Education; Student Reaction; *World Literature

IDENTIFIERS- Montclair State College NJ

The two-fold purpose of the conference reported in this document was to provide educators with assistance in introducing multicultural literature into their courses and programs, and to provide inspiration for continued efforts to internationalize the curriculum. The document contains the keynote speeches of David Abalos ("Multicultural Education in the Service of Transformation") and Loren W. Crabtree ("Reshaping the American Worldview: World Studies in the Schools"), which, respectively, suggest models for change that are both idealistic and realistic, and present a philosophical premise for importing a global view of culture. The addresses are followed by brief essay responses from six participants containing a range of perspectives and ideas on arguing the need for students to expand their appreciation of other cultures and to enhance their cultural identities through heightened sensitivity and understanding of the world's peoples. (KEH)

ED 327 888 CS 507 367

Bahm, Ken

Meaning as Language Use: The Case of the "Language-Linked" Value Objection.

PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Definitions; Epistemology; Higher Education; *Language Role; *Language Usage; *Persuasive Discourse; *Rhetorical Criticism
IDENTIFIERS- Competitive Argument; Debate Strategies; *Debate Theory; Meaning Conditions; *Wittgenstein (Ludwig)

In competitive debate, a view of meaning as something that a team has a right to pre-select is inconsistent with Ludwig Wittgenstein's conception of meaning as use. The "language-linked value objection" rejects conventional value objection of identifying the negative consequences of taking a stance in the hypothetical world of the resolution. Instead, the language-linked approach focuses directly on the opponent's actual language practices. The approach mirrors Wittgenstein's theory of meaning as use. He rejected the notion of meaning as representation in favor of a focus on the function of language. What is most useful to a student of language is what function a word can serve, not a precise description of the word's phonology and grammar. Wittgenstein's perspective challenges the presumed ability to define words in isolation. The use of language is determined by rules and norms established by the overall society of language users. As such, term meaning is not a prerogative to be exercised in debate. Linking value objections to language by considering social use may lead to consideration of ideologies embedded in language forms, the ways in which language structures political thought, the "personas" created by various language styles, the cultural embeddedness of meaning, and other issues. (Twenty-four references are attached.) (SG)

ED 327 922 EA 022 549

Konnert, M. William; Augenstein, John J.
The Superintendency in the Nineties: What Superintendents and Board Members Need To Know.
PUB DATE- 90
NOTE- 244p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrative Principles; *Administrator Responsibility; *Educational Administration; Elementary Secondary Education; Interpersonal Competence; *Leadership Qualities; Politics of Education; *Success; *Superintendents
IDENTIFIERS- *Beginning Superintendents

The basic purposes of this book are to provide information for individuals seeking their first superintendency and to help incumbents improve their leadership skills. Since an overall perspective is essential, part 1 provides a brief history of the superintendency, followed by a presentation of a big picture perspective and a discussion of organizational dynamics, the superintendent's changing role, quality of work life issues, and the emergence of female administrators. Part 2, which discuses the superintendent as school system leader, is presented in four sections. The first section traces the history of leadership and discusses the uniqueness of the superintendency as compared to other administrative positions within the school system. The second section addresses the importance of a superintendent's personal philosophy in providing school system leadership. The last two sections identify essential personal and professional leadership competencies. Part 3 discusses the processes of preparing for, obtaining, and leaving a superintendency, and part 4 considers what is necessary for maintaining one's health, happiness, and sanity while serving as a superintendent. The book concludes by suggesting the synergism and excitement awaiting the superintendent of the nineties. An index and numerous chapter references are included. (MLH)

ED 327 938   EA 022 583

Murphy, Dennis T.; McKeen, Robert E.
Cost Saving Techniques: What Works for Long Island School Districts.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Educational Finance; Elementary Secondary Education; Expenditures; Money Management; Resource Allocation; *School District Spending
IDENTIFIERS- *New York (Long Island)

Cost-saving ideas and strategies for school districts are presented. Superintendents, school business officials, assistant superintendents of personnel and union leaders at 41 of Long Island's 125 school districts responded to a survey soliciting information about successful ideas and strategies they had used to keep cost down. They described what they had done, the method they used to computer cost savings, and to estimate what money was saved through the implementation of this strategy. The strategies used could not cause a loss in educational program or in the quality of education being offered. More than 70 strategies are grouped by the following types: employee benefits, transportation, financial management, insurance/risk management, instructional program practices, personnel practices, plant/facilities management, purchasing, support services, and food service. Each entry contains the title of the strategy, a one-paragraph description, a note on special consideration (e.g., availability of facilities, requirement to negotiate with unions), estimated cost savings, and commentary on each strategy by school business officials and superintendents (e.g., works best in small districts). The appendix includes a newspaper article by one of the authors and the data collection form. (LMI)

ED 327 954 EA 022 613

Maehr, Martin L.
The "Psychological Environment" of the School: A Focus for School Leadership. Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Causal Models; *Educational Environment; Institutional Characteristics; Intermediate Grades; Leadership Styles; Path Analysis; Psychometrics; School Administration; Secondary Education; *Student Motivation

The effects of the school psychological environment on student motivation and the indirect effects of school leadership on student motivation are examined in this report. Path analysis of a comprehensive data set of over 16,000 fourth-, sixth-, eighth-, and tenth-grade students from 880 public schools was used to develop a causal model based on a psychometric approach. The model identifies a causal chain of factors leading from school goal stresses through motivation to achievement for grades 6, 8, and 10. Findings point to the importance of the school psychological environment at the tenth-grade level, especially for nonwhite students, the significance of ethnicity in motivation, and the crucial role of the family at the fourth-grade level. A conclusion is that school leaders can and do influence the psychological environment of their schools. Three figures and six tables are included. (39 references) (LMI)

ED 328 066 FL 019 030

Young, Malcolm B.; And Others
Instructing Children with Limited English Ability. Year One Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students.
Development Associates, Inc., Arlington, Va.; Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jun 86
NOTE- 404p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Collected Works - General (020)
DESCRIPTORS- English (Second Language); *Family Characteristics; Grade 1; Grade 3; Institutional Characteristics; *Limited English Speaking; Primary Education; *Program Design; Program Effectiveness; Program Evaluation; *Pupil Personnel Services; *Student Characteristics
IDENTIFIERS- Language Minorities

Data collected during the first year of a 3-year study are reported. The study evaluated the effectiveness of a variety of special services provided to approximately 10,000 language-minority limited-English-proficient first- and third-grade students in English-medium classrooms in a national sample of 18 school districts. Services studied are not limited to those funded under any one program or by any single source. The present report summarizes the characteristics of the study's students, services, and schools. The first chapter offers background information, and the second chapter gives an overview of the study's design and implementation. Chapters 3-9 discuss the following topics: home and parent characteristics (family background, home language use, parent interest in education, and relationships among these characteristics); student characteristics (demographic, oral language proficiency, and academic aptitude); the school context (student body characteristics, academic climate, school language environment, provision of relevant teacher training, principal involvement, attitudes of non-language-minority parents, and program exit and entry policies and practices); elements of instructional services (language of instruction, curriculum design, materials, and staff); service clusters and sequences; student academic performance; and "other outcomes." The final chapter summarizes the findings and discusses implications. A 66-item bibliography is included. Appendixes include a glossary, a description of test scores and variables, an explanation of methodology, and technical analyses of two tests. (MSE)

ED 327 642 CE 056 564

Brady, Elaine M.; Balfe, Kevin

JTPA Operations at the Local Level: Coordination or Discord? Survey on the Relationships between Service Delivery Areas and Selected Local Service Agencies. Executive Summary and Recommendations.

National Alliance of Business, Inc., Washington, D.C.

SPONS. AGENCY- Department of Labor, Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 87

NOTE- 35p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- *Agency Cooperation; Cooperative Programs; Economic Development; *Employment Programs; Employment Services; Federal Programs; Postsecondary Education; *Program Improvement; *Public Agencies; State Programs; *Statewide Planning; Vocational Education; Welfare Agencies

IDENTIFIERS- *Job Training Partnership Act 1982

A study examined local and state-level collaboration between the Job Training Partnership System (JTPA) and four other programs: the Employment Service, vocational education, welfare, and economic development. Methods included telephone interviews with 46 state managing agencies for JTPA, 205 service delivery area administrators, and 209 Private Industry Council chairpersons. The study showed that everybody believes in collaboration and acknowledges it is necessary, but many policymakers have been unsuccessful in promoting policies that favor it; likewise, administrators admit that collaborating with other programs has been an elusive goal. The study found that some barriers could be removed and some inducements made to encourage collaboration. Recommendations include the following: (1) the state must set clear and coherent employment policy aimed at increasing the number of jobs in the state and preparing its citizens for them; (2) a single state council should be used to develop policy across a broad range of human services; (3) state policy should require joint planning among human resources agencies at the local level; (4) the state Employment Service and the state JTPA should allow credit for job placement to be shared among agencies; and (5) the vocational education system must develop programs that better meet the needs of nontraditional students. (KC)

ED 327 657 CE 056 667

Walker, Susan S.
Aquaculture. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 90
NOTE- 876p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Behavioral Objectives; Business Administration; *Equipment; *Fisheries; Learning Activities; Lesson Plans; Marine Biology; Postsecondary Education; Secondary Education; Teaching Methods; Test Items; Units of Study; *Water Quality
IDENTIFIERS- *Aquaculture

This color-coded guide was developed to assist teachers in helping interested students plan, build, stock, and run aquaculture facilities of varied sizes. The guide contains 15 instructional units, each of which includes some or all of the following basic components: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment sheet answers, job sheets, practical tests, written test, and answers to written test. Units cover the following topics: introduction to aquaculture; the aquatic environment; fundamental fish biology; marketing; site selection; facility design and layout; water quality management; fish health management; commercial catfish production; commercial trout production; commercial baitfish production; commercial crayfish production; other commercial species; harvesting and hauling; and business management. All of the units focus on measurable and observable learning outcomes. They are designed for use in more than one lesson or class period of instruction. (KC)

Phillips, Phillip D.
Economic Development for Small Communities and Rural Areas.
Illinois Univ., Urbana. Office of Continuing Education and Public Services.
PUB DATE- 90
NOTE- 183p.; Exhibits present various legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Adults; *Community Development; Community Programs; Continuing Education; *Economic Development; Job Development; *Marketing; Municipalities; Organization; *Planning; *Rural Areas; *Site Selection
IDENTIFIERS- *Small Towns

This book is designed to provide an introductory understanding of challenges, goals, processes, and procedures for economic developers, particularly economic development volunteers, in rural areas and small towns. Chapter 1 defines economic development and basic terms. Chapter 2 describes major economic, social, and demographic trends that influence the development prospects of small communities and rural areas. Chapter 3 discusses 10 common denominators of success for development organizations and steps in getting started. Common problems are addressed in Chapter 4. Chapter 5 reviews the basics of site selection and describes a 12-step process. Chapter 6 discusses in detail a strategic planning process that is composed of a cycle of eight steps. Focus of Chapter 7 is on the rationale behind targeting and on data sources and techniques to select target industries. Chapter 8 provides information on business retention, expansion, and creation programs. Chapter 9 describes a comprehensive approach to marketing as applied to economic development based on the strategic planning and targeting frameworks and an understanding of the site selection process presented in earlier chapters. Each chapter concludes with references to books, articles, and organizations that are particularly relevant to the topics covered. Twenty exhibits supplement the text, and a 107-item annotated bibliography lists relevant books, articles, government publications, and development organizations. The book is intended to be a useful reference book for local government officials, community leaders, educators, and others involved in the community economic development field. (YLB)

Engelbrecht, Nancy; And Others

Rounding Decimal Numbers to a Designated Precision. Fundamentals of Occupational Mathematics. Module 2.

Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 10p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arithmetic; Community Colleges; *Decimal Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; *Measurement; Number Concepts; Numbers; Pacing; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Related Mathematics; *Precision (Mathematics)

This module is the second in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include rounding off, precision of measurement, and the concept of least precise measurement. (YLB)

ED 327 733 CE 056 827

Griffiths, Gregory Peter
Inland Waters Night Lighting Configurations: A Navigation Rules Course for Coast Guard Auxiliarists.
PUB DATE- 13 Aug 90
NOTE- 172p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Behavioral Objectives; *Boat Operators; *Lighting; *Maritime Education; Military Personnel; Navigation; Postsecondary Education; Pretests Posttests; Sailing; Seafarers; Teaching Methods; *Training; Volunteers; *Volunteer Training
IDENTIFIERS- *Coast Guard; Instructional Systems Development

A project developed a training program to teach boaters to recognize and interpret properly the lights of other vessels in nighttime or other reduced visibility conditions in the inland waters of the United States. The project followed the Instructional Systems Design model in the development of the course. The target population were members of the U.S. Coast Guard Auxiliary interested in participating in surface operations. The training was required by a rewriting of the navigation rules promulgated by the Inland Navigation Rules Act of 1980. The Coast Guard Auxiliarists were trained to recognize the individual components that make up the entire lighting configuration of a vessel and interpret that information. The goal was not merely to memorize 50 or more different lighting configurations, but to be able to analyze the information and develop the overall situation. The instructional method was a guided discussion augmented with models and an application game. All participants passed posttests. (Project documents, including objectives, a study guide, diagrams of lighting configurations, and pretests-posttests, as well as 30 references are included in the report.) (Author/KC)

ED 327 811 CS 010 363

Teaching Students How To Learn: Ideas for Teaching Information Skills.

Tasmanian Education Dept., Hobart (Australia).

PUB DATE- 86

NOTE- 48p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Higher Education; Information Sources; Inservice Teacher Education; *Instructional Effectiveness; Instructional Materials; Preservice Teacher Education; *Study Skills; *Teaching Methods

IDENTIFIERS- *Information Skills

This book is intended to contribute to the planning and discussion of information skills teaching as an integral part of the total school/college curriculum in Tasmania. It describes how the learning skills of finding, assessing, and using whatever information is useful or enjoyable for the purposes of thinking, communicating, and valuing can be taught as an integral part of every teacher's existing curriculum. The materials presented in the book offer a teaching approach; examples of use of the approach in the classroom; ideas for developing a whole school/college approach; and materials for use in pre-service and in-service seminars. The book's main concern is to explore different approaches to the teaching of information skills. Section 1: Teaching Information Skills contains the following chapter titles: (1) "Basic Questions"; (2) "Assumptions"; (3) "The Teaching of Information Skills"; (4) "Inquiry Learning and Information Skills"; and (5) "Implications for a Whole School/College Approach." Section 2: Classroom Activities include the following chapter titles: (6) "Inquiry Guides for Students"; and (7) "Case Studies." Appendixes include a project history and methodology and an annotated bibliography. (MG)

ED 327 826 CS 010 383

Fischer, Debra L.
The Development of a Program to Increase Listening Skills in First Grade Students through Storytelling.

PUB DATE- Dec 90
NOTE- 138p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aural Learning; Childrens Literature; Grade 1; Instructional Effectiveness; *Listening Comprehension; *Listening Habits; *Listening Skills; Parent Participation; Primary Education; *Reading Aloud to Others; *Story Reading
IDENTIFIERS- Stanford Achievement Tests

A practicum was conducted to improve the listening skills of a first grade class in a public elementary school in a mostly Hispanic residential community. A listening program was developed and implemented to increase listening skills. Storytelling was the main strategy used, and it was implemented daily. Other listening activities were also incorporated into the curriculum to aid in listening improvement. The results were favorable and showed significant gains. Listening skills improved in all the students on the pre- and posttest and improvement was also noticed on the Stanford Achievement Test in listening comprehension. The teacher increased the number of stories read daily and recognized the importance of oral reading to improve listening skills. Parent involvement seemed enthusiastic and cooperative at first; however, few weekly monitoring sheets were returned to indicate that parents were reading aloud to children at home. It was concluded that reading orally to students on a daily basis should be an integral part of the curriculum in order for listening skills to improve. Appendixes include sample pre- and posttest, sample checklists for teacher, sample monitoring sheet, sample parent letter and questionnaire, sample listening activities used during implementation, a handbook of books/stories read during implementation, and handouts given to teachers. (Author/MG)

ED 327 905 CS 507 385

Hugenberg, Lawrence W., Ed.
Basic Course Communication Annual. Volume 1.
PUB DATE- Nov 89
NOTE- 212p.; Published by Academic Press, Boston, MA.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Collected Works - General (020)
DESCRIPTORS- Cognitive Style; Communication Skills; Ethics; Higher Education; *Introductory Courses; *Speech Communication; Teacher Student Relationship; Teaching Assistants; Teaching Methods; Undergraduate Students; Units of Study
IDENTIFIERS- *Speech Communication Education

This annual collection contains essays relating to the history of basic communication courses, offers insights into basic course pedagogy, and discusses the administration of multisectioned basic communication courses. Papers in the collection include: "The Basic Course in Speech Communication: An Historical Perspective" (Pamela L. Gray); "What We Know about the Basic Course: What Has the Research Told Us?" (William J. Seiler and Drew McGukin); "A Comparison between PSI-Based and Self-Contained Formats of Instruction in the Introductory Speech Communication Course" (Pamela L. Gray and others); "Using Plays and Novels as Case Studies in the Basic Course" (Roger D. Smitter); "A Unit on Relationship Termination in the Basic Course" (Lynn A. Phelps); "Teaching Ethics in the Basic Survey Speech Communication Course" (William A. Haskins); "The Necessity of Separating Idealized Accountability from Realized Accountability: A Case Study" (Karen J. Greenberg); "Implications of Student and Instructor Involvement in the Basic Course" (Sam Wallace and Don B. Morlan); "The Interaction of Teacher and Student Social Styles and Learning Styles on Learning Outcomes of the Basic Communication Course" (Michael Smilowitz and Lynn A. Phelps); "Training or Teaching: A Professional Development Program for Graduate Teaching Assistants" (Douglas M. Trank); and "Teaching Basic Courses: Problems and Solutions" (Richard L. Weaver II and Howard W. Cotrell). (RS)

ED 327 989 EC 230 092

Harnett County Schools Academically Gifted Curriculum K-8.
Harnett County School District, Lilington, NC.

PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academically Gifted; *Curriculum; Elementary Education; *Enrichment Activities; Field Trips; Junior High Schools; Language Arts; *Learning Activities; Mathematics Instruction; Microcomputers; Science Instruction; Social Studies
IDENTIFIERS- Harnett County School District NC

The Harnett County (North Carolina) curriculum for academically gifted students in grades K-8 is presented. The program uses a consulting model to extend and enrich the academic curriculum according to students' individual needs. The curriculum guide is designed to be flexible while providing for a standard course of study throughout the school system, and aims to enhance and enrich but not replace the North Carolina Competency Based Curriculum. The curriculum covers language arts (reading, spelling, creative writing, grammar, and research skills), mathematics, field trips, computer skills, and science and social studies. Each content area is divided into learning activities for students in grades K-3 and 4-8. Suggested resources are listed throughout the curriculum guide. In addition, a list of 15 recommended readings for parents, teachers, and counselors is included, along with a list of 11 readings recommended for gifted students. The guide concludes with a chronological historical overview in chart form of gifted education in Harnett County. This oversize chart has been reduced to 8.5x11 size. (JDD)

ED 328 034 EC 233 248

Hickey, Carol A.; Solis, Delia

The Recruitment and Retention of Minority Trainees in University Affiliated Programs--Hispanics.

Wisconsin Univ., Madison.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 89p.; A product of the Waisman Center University Affiliated Program. For related documents, see EC 233 245-247.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Access to Education; Cultural Background; *Developmental Disabilities; Higher Education; *Hispanic Americans; *Human Services; Individual Characteristics; *Labor Turnover; Minority Groups; Models; *Professional Education; Program Development; *Student Recruitment
IDENTIFIERS- *University Affiliated Training Programs

This monograph addresses the recruitment and retention of Hispanic-Americans in University Affiliated Programs (UAP), which train personnel for the provision of health, education, and social services to people with developmental disabilities. It is designed to assist UAP faculty and staff to develop a comprehensive plan to increase the participation of Hispanic-Americans. The monograph discusses ethnic identifiers and cultural terms of reference, demographics of the Hispanic population, educational experiences of Hispanics, and Hispanic underrepresentation in the health and social sciences. A number of model strategies for recruitment and retention are described, including institutional commitment and leadership, faculty commitment and sensitivity, recruitment of minority faculty, and parental involvement. Final sections discuss program evaluation and monitoring and present summary implications for UAPs. Appendices contain a list of 55 references; a bibliography of 19 additional items; a list of Hispanic higher education associations and related organizations; and descriptions of model programs in the areas of intervention, organization, and speech/language pathology and audiology with a bilingual emphasis. (JDD)

ED 327 673 CE 056 695

Brawdy, Ruth A., Ed.; Viss, Deborah, Ed.

Labors of Love: Realities and Solutions. A Guide to Family Caregiver Education.

Grossmont District Hospital, La Mesa, CA.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.

PUB DATE- 88

NOTE- 68p.; For related documents, see CE 056 694-696.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Adult Education; *Aging (Individuals); Behavioral Objectives; Course Descriptions; Curriculum Guides; *Disabilities; *Family Caregivers; Homebound; Instructional Materials; Long Term Care; *Medical Services; *Nursing; Older Adults; Teaching Guides

This guide provides materials for a course for individuals interested in expanding their knowledge about caring for the elderly and disabled. Focus is on the psychosocial aspects of caregiving. It is designed to be completed in one 3-hour session and may be taught by nurses, social workers, staff members of community agencies, and others familiar with the aging and/or disabled population. Introductory material includes facts and fallacies about caregiving; caregiver education philosophy; realities and solutions of caregiving; support of the agency; responsibilities of the instructor; suggested room arrangement; and guidelines for publicity. The following pages provide information on the substance of the caregiving course. Course content covers the financial overview of long-term care, home care services, out-of-home placements, conservatorships, and psychosocial aspects of caregiving. Appendixes, amounting to over one-half of the guide, include forms, such as sign up sheet, statistics form, pretest form, posttest form, and evaluation form; a list of objectives indicating the general knowledge obtained by the participants; sample course syllabus; and sample press releases and program fliers. A 14-item bibliography and 10-item resource list are also provided. (YLB)

ED 327 747   CG 023 051

Vaccaro, Frank J.
Development and Evaluation of a Social Skills Training Program for Physically Aggressive Institutionalized Elderly.
PUB DATE- Aug 90
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Change; Behavior Problems; Feedback; *Hostility; Institutionalized Persons; *Interpersonal Competence; *Older Adults; Role Playing; Socialization; Training Objectives; *Violence

This study replicated a social skills training program previously designed to eliminate verbally aggressive behavior in six institutionalized elderly, by substituting physical acts of aggression for verbal ones. The treatment package consisted of instructions, modeling, role playing, and feedback. Dependent measures included confirmed incidents of physically aggressive behavior monitored across an ABAB design with a 5-month follow-up period. Results indicated that physically aggressive behavior could be significantly decreased in a group training setting and subsequently generalized to ward and other socialized behavior. Ancillary aspects of the study include the dichotomy between motor and language aggression, individual preferences as they relate to intentionally aggressive acts and the profound need for replication studies to ensure external validity by minimizing error variation. Implications for future research are discussed, and references are included. (Author/TE)

ED 327 763 CG 023 067

Larner, Mary

Social Support Perspectives on Programs for Parents: Lessons from the Child Survival/Fair Start Home Visiting Programs.

PUB DATE- Aug 90

NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- At Risk Persons; Blacks; *Child Welfare; Counseling Services; Counseling Techniques; Counselor Role; Disadvantaged Environment; *Early Intervention; *Family Counseling; Family Problems; Hispanic Americans; *Home Visits; *Human Services; Infants; Minority Groups; Mothers; Parent Role; Poverty; Program Effectiveness

IDENTIFIERS- *Child Survival Fair Start; Florida; Kentucky; Texas

This paper discusses home visiting programs for low income parents and infants and describes five such programs known collectively as the Child Survival/Fair Start (CS/FS) projects, funded by the Ford Foundation. It describes a conceptual model which links risk factors and intervention activities to effects on mothers and children and explains how interpersonal intervention through home visits sets out to change maternal behaviors--use of available health care, habits of self-care and nutrition, and skill and sensitivity as a parent--and thereby improve child health and development outcomes. Basic elements of a home visiting program are discussed, including education to provide information, advice, and role-modeling; practical assistance to increase the mother's access to services; and social support activities to increase her motivation to apply that knowledge. The five CS/FS programs served the following populations: migrant Mexican farmworkers in southernmost Florida; young Black mothers in rural Alabama; isolated families in Appalachia; recent Haitian immigrants in south-central Florida, and Mexican families in Austin, Texas. The ensuing discussion touches on three particularly important issues: (1) meshing, not competing, with the mother's existing support system; (2) providing support that creates self-confidence and not dependence; and (3) coping with the variability in program effectiveness that results from differences in the nature and evolution of supportive relationships. The paper concludes with an overview of the results of CS/FS program evaluations. Paper copies of presentation slides are included. (TE)

workers, craft and industrial process workers, managers, professional and technical workers, and sales workers. Appended is a table showing the number of people employed in each of the 140 occupations. (TE)

ED 327 779 CG 023 083

Character Development in the 90s: A Reaffirmation of Values. Teaching Values in Arizona Schools. The Report of the Task Force on Values in Education for the State of Arizona.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- *Citizenship Education; Democratic Values; Educational Principles; Elementary Secondary Education; *Ethical Instruction; *Moral Values; Public Schools; *Social Values; State School District Relationship; *Statewide Planning; *Values Education
IDENTIFIERS- *Arizona

Pursuant to a request from the Arizona State Board of Education, an interagency task force was formed in fall 1989 to examine the issue of values instruction in Arizona schools. This document begins with a summary of the resulting report, along with a list of suggested common core values, recommendations for development and implementation of a values instruction program, and an historical perspective on values instruction. Appended is the full text of the task force report, "Character Development in the 90s: A Reaffirmation of Values." This report states and develops 10 consensual premises underlying values instruction: (1) that values need to be taught; (2) that society supports an increased role for the public school in values instruction; (3) that values instruction needs to be defined; (4) that a common core of values exists within our society; (5) that values play a role in education and that teachers and administrators play a part in transmitting values; (6) that values are taught implicitly and explicitly throughout the curriculum, by instruction, practices, and personal example; (7) that educators should be aware of differing values and ethics of the community; (8) that knowledge from research in values education and child development should be considered in developing a program; (9) that goals of values instruction should be established in terms of student behavior and character development; and (10) that a recognized philosophy of values instruction and commitment to its implementation should be adopted and implemented. Also appended are state board members' comments on the values education report and a list of the values education task force members. A bibliography is included. (TE)

ED 327 795 CG 023 099

Polulech, Joan Burgess; Nuttall, Paul

Talking about Sex. Growing Pains: Sex Education for Parents. A Newsletter Series. Letter V.

Connecticut Univ., Storrs. Cooperative Extension Service.
PUB DATE- 88
NOTE- 13p.; For related documents, see CG 023 095-098.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Interpersonal Communication; *Parent Child Relationship; *Parent Education; Parent Role; Self Esteem; *Sex Education; *Sexuality

This document presents the fifth of five newsletters on sex education for parents. The newsletters were designed to help parents increase their ability to communicate with their adolescents about sexual issues. They explore the origins of the parents' feelings about sex; teach the importance of a healthy self-concept and how to build it in the adolescent; unravel the physical, social, and emotional mysteries of adolescence; and develop some skills that will help parents talk about sex with their adolescents. The specific goals of this newsletter on talking about sex are to help parents: (1) be able to identify some reasons why parents might not discuss sex with their children; (2) understand their role in the sex education of their adolescent; (3) understand what adolescents want to know about sex; and (4) know some techniques for communicating with adolescents about sexuality. The newsletter is presented in workbook format with spaces provided for parents to write answers to questions and exercises. It concludes with a reference list and a short list of suggested readings for parents. (NB)

ED 327 841 CS 010 400

Linek, Wayne M.; And Others

Urban Second Graders' Attitudes toward Reading.

PUB DATE- Nov 90
NOTE- 31p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Correlation; Grade 2; Informal Reading Inventories; Primary Education; *Reading Achievement; *Reading Attitudes; Reading Research; Recreational Reading; Sex Differences; *Urban Schools; *Urban Youth

A study investigated second-grade urban students' attitudes toward reading and examined whether attitudes toward reading correlate with reading achievement and reading performance. Subjects, 42 male and 42 female students from 2 ethnically and racially diverse urban public elementary schools, were individually assessed on primer or preprimer passages using an informal reading inventory and were administered a standardized reading test and a reading attitude measure. Results indicated that: (1) the attitudes toward reading were positive but slipping in relation to recreational reading; and (2) there was a nonsignificant low correlation between total reading attitude and reading achievement. Results also showed that reading at the library appeared to be a truly positive experience especially for boys who were the slowest readers. (Six tables of data are included; 41 references are attached.) (RS)

ED 327 972　　　　EA 022 646

Packard, Richard D.

Building In Accountability Mechanisms for Democracies & Bureaucracies: From Governmental & Educational Special Interest Operations to High-Quality Performance Systems. An Added Perspective to "What Price Democracy? Politics, Markets and America's Schools" by Dr. Terry Moe and Dr. John Chubb.

PUB DATE- Oct 90

NOTE- 7p.; Paper presented to the Arizona Republic Education Forum (Phoenix, AZ, October 23, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Elementary Secondary Education; Formative Evaluation; Organizational Development; *Policy Formation; Program Development; *Program Effectiveness; Program Improvement

To assure accountability to educational policy developed by elected and appointed leaders, agencies and organizations must adopt high quality evaluation designs tailored to meet three basic tenets: (1) different processes for policy formation and demonstration of accountability; (2) clear accountability expectations built into policies; (3) responsibility for accountability focused at level of application. There is a need to swing from a political to a knowledge base in decisions to carry out policy directives. School operations are often based on tenacity, authority, or intuition instead of information. Accomplishments must be based on astuteness rather than opinion backed by power. Success in demonstrating accountability requires reliable and valid knowledge and technology. Two figures are included. (EJS)

ED 328 004 EC 233 216

Blair-Thomas, Lynn; And Others
Project ENTRANS: A Model for Transition of Preschool Children with Handicaps into Public School.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 86
NOTE- 154p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Planning; *Intervention; *Models; Preschool Education; Primary Education; Program Development; Program Evaluation; Public Schools; Student Placement; Teaching Methods; *Transitional Programs
IDENTIFIERS- Practitioners

A transitional model is put forth to facilitate the placement of preschool children with disabilities in their first elementary school environment. After an introductory chapter and conceptual overview, chapters cover planning, intervention, and follow-up, with program evaluation incorporated into each component. Appendices contain two transition skills assessment forms, instructional strategies, an environmental planning outline, transition timeline, child summary form, and various other survey and administrative forms. (Five references) (PB)

Kyung-won, Jeon
Gifted Learning Disabled and Gifted Underachievers: Similarities and Differences.
PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Southeast Asian Regional Conference on Giftedness (1st, Manila, Philippines, August 14-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Comparative Analysis; *Diagnostic Teaching; *Educational Diagnosis; Elementary Secondary Education; Etiology; *Gifted Disabled; Handicap Identification; Mentors; Student Characteristics; Teaching Methods; *Underachievement

This review addresses the characteristics and needs of gifted learning disabled (GLD) and gifted underachieving (GUA) students and provides educational strategies for both groups. A section on the GUA describes these students' unique personal, social, and family characteristics and notes that underachievement is more prevalent among boys than girls. Educational methods for working with the GUA include bibliotherapy and study skills instruction. In chart form, characteristics of GLD are contrasted with characteristics of children with high intelligence and high motivation. Educational implications for serving GLD students involve improving communication between teachers of the gifted and teachers of the learning disabled, developing compensatory skills, and providing proper placement and programming. As the concept of learning disability has become synonymous with underachievement, the problem in identifying the GUA and GLD becomes complex. Education for both groups can be helped through mentorships. The paper concludes that the etiology of learning difficulty and underachievement is different, that learning disabilities do not always contribute to underachievement or low achievement, and that GLD should not be identified as GUA. (43 references) (JDD)

ED 327 702 CE 056 764

Engelbrecht, Nancy; And Others
Calculator Addition and Applications. Fundamentals of Occupational Mathematics. Module 3.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 13p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Addition; Arithmetic; *Calculators; Community Colleges; *Decimal Fractions; Individualized Instruction; Learning Modules; Mathematical Applications; *Mathematics Instruction; Measurement; Number Concepts; Pacing; Two Year Colleges; Vocational Education; *Word Problems (Mathematics)
IDENTIFIERS- *Job Related Mathematics; *Precision (Mathematics)

This module is the third in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include calculator addition, adding measurements of different levels of precision, and word problems. (YLB)

ED 327 858 CS 212 627

Chrisler, Joan C.

Exploring Mental Illness through a Poetry Writing Assignment.

PUB DATE- Aug 90

NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Content Area Writing; Higher Education; *Mental Disorders; *Poetry; *Psychology; Student Reaction; Writing Across the Curriculum; *Writing Assignments

IDENTIFIERS- Writing Contexts

An atypical and challenging writing assignment for courses in general or abnormal psychology is to ask the students to write a poem about the experience of mental illness. The format, length, and topic are left entirely up to the student. While shocked at first, students rose to the challenge after being told they would be judged on content and not on format or poetic language. Most of the resulting poems were creative and interesting. The best poems were posted on a bulletin board in the psychology building. The display proved popular with faculty and students, to the delight of the student authors. (RS)

ED 327 874 CS 212 644

Brooke, Robert E.
Writing and Sense of Self: Identity Negotiation in Writing Workshops.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 91
NOTE- 174p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Student Attitudes; *Teacher Role; Writing (Composition); Writing Assignments; *Writing Attitudes; Writing Improvement; *Writing Instruction; Writing Strategies; Writing Teachers; *Writing Workshops
IDENTIFIERS- *Reflective Writing; Voice (Rhetoric)

Drawing on findings from psychology, anthropology, and sociology, this book examines motivation for writing and connects writing with the roles each person plays--in the family, the workplace, and in social and cultural groups including school--and with the lifelong search for potential new roles. As a blueprint for changing the writing of college students, the book offers portraits of four types of writing classes and discusses rationales, teacher roles, assignments, day-to-day classroom practices, student behaviors, and outcomes. The book presents the perceptions, concerns, and thought processes of writing teachers (from a practitioner's point of view) as well as findings from student interviews conducted outside of class. It is the thesis of the book that the new roles for students that emerge from a writer-centered workshop can change the way students learn, from passive absorption toward an ability to use experience to change their own lives and those of their communities. (KEH)

ED 327 889 CS 507 368

Cleveland, Elbin; Lawson, Ralph
The South Carolina Framework for Drama/Theater Education.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 90
NOTE- 68p.; Project funded in part by the South Carolina Arts Commission which receives support from the National Endowment for the Arts.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Communication Skills; Curriculum Design; *Curriculum Development; Elementary Secondary Education; Objectives; Speech Communication; State Curriculum Guides; *Theater Arts
IDENTIFIERS- *Drama in Education; *South Carolina

The framework presented in this manual is designed to provide school district personnel with guidelines for developing curricular programs for theater arts based upon the needs of students in their individual school districts. The manual furnishes goals and objectives upon which to build a series of sequential learning experiences for use in the theater classroom, during play rehearsal/performance, and in classrooms where theater is being used as a teaching tool when a trained practitioner is available as a resource person. The manual is organized in graphic form in the following sequence: (1) statement of the component and goal with appropriate skills, attitudes, and understandings; (2) general objectives for all skills, attitudes, and understandings for the goal according to level; (3) objectives for each of the skills, attitudes, and understandings according to level; and (4) repetition of the same procedure for each of the succeeding goals. (KEH)

ED 327 939 EA 022 594

The Top Ten Educational Issues, 1991 Edition.
Macomb Community Coll., Warren, MI. Inst. for Future Studies.
PUB DATE- 91
NOTE- 26p.; For 1990 edition, see ED 318 129.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Innovation; *Educational Trends; Elementary Secondary Education; Environmental Influences; Organizational Change
IDENTIFIERS- *Educational Issues

The 10 foremost issues in American education are discussed in this document. Based on the premise that three-quarters of the effects on an institution are triggered by external forces, the focus is on external influences on education. The discussion is intended to move readers to the level of organizational discussion and debate. Twelve sections present information on the current educational system's ability to meet overwhelming demands; citizen dissatisfaction and the push for immediate, low cost solutions; the conflict between entertainment and reality in instruction; developing visionary local governance; making sacrifices and trying new strategies to compete internationally; identifying common denominators among interest groups; meeting international educational standards; obstacles to change; recognizing and stopping violence in the schools; and appreciating the positive aspects of the situation. (LMI)

ED 327 955 EA 022 615

Schools for the Twenty-First Century.
California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Building Plans; Design Build Approach; Design Requirements; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Educational Trends; Elementary Secondary Education; Facility Case Studies; Facility Requirements; *Futures (of Society)

Proper planning in the design of new school facilities saves time, money, and resources. The importance of planning increases when funds are scarce, as limited dollars must be put to their best use. A dialogue should be generated in the community and among members of the school planning committee regarding how schools should look. Many questions that must be considered in the construction of new schools and building remodeling are addressed as well as issues and alternatives each district can take into account with its own resources, situation, and philosophy. The first section looks at a hypothetical school containing design elements that are described and discussed in section 2. Section 3 outlines planning steps, specification determination, and planning for quality. Design examples of nine schools, a master plan checklist, and a listing of resources in providing planning assistance are included. (EJS)

ED 328 021 EC 233 235

Mason, Christine Y.
The Role of Voluntary Self-Assessment in Quality Assurance. NARF Technical Assistance Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accountability; *Disabilities; Employment Programs; *Evaluation Criteria; Evaluation Methods; Models; Needs Assessment; Program Administration; Program Effectiveness; *Program Evaluation; *Quality Control; Rehabilitation Programs; *Self Evaluation (Groups); *Supported Employment; Vocational Rehabilitation

This guide aims to help rehabilitation facilities develop effective self-evaluation systems to improve quality assurance for supported employment. The guide proposes that quality be measured by emphasizing direct outcomes that meet consumers' specified needs and concerns in terms of decision making, determination of quality, and access to choice. A section on approaches to quality assurance discusses levels of quality assurance, national regulations, national standards, and quality through the promotion of exemplary practices. A rationale is offered for voluntary monitoring of quality assurance. Evaluation criteria of model monitoring systems are specified, and steps involved are outlined. A modified system is then proposed by the National Association of Rehabilitation Facilities (NARF). The system is based on management practices that promote quality, management components of exemplary supported employment programs, and categories for evaluating quality of exemplary programs. The NARF system includes two basic components: (1) the NARF Quality Indicators Profile which functions as a self-checklist; and (2) the Six Guiding Principles of outcomes, vision, consumer satisfaction, collaboration, organizational development/staff development, and self-evaluation. (42 references) (JDD)

ED 327 658 CE 056 668

Beeby, Ellen
Basics of Desktop Publishing. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 91
NOTE- 331p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Oriented Programs; *Computer Software; *Desktop Publishing; Electronic Publishing; *Layout (Publications); Learning Activities; Lesson Plans; Microcomputers; Postsecondary Education; Printing; Publications; Secondary Education; Teaching Methods; Test Items; Units of Study

This color-coded teacher's guide contains curriculum materials designed to give students an awareness of various desktop publishing techniques before they determine their computer hardware and software needs. The guide contains six units, each of which includes some or all of the following basic components: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment sheet answers, job sheets, practical tests, written test, and answers to written test. Units cover the following topics: introduction to desktop publishing; desktop publishing systems; software; type selection; document design; and layout. All of the units focus on measurable and observable learning outcomes. They are designed for use in more than one lesson or class period of instruction. (KC)

ED 327 688 CE 056 724

Craft, Robert D.; Martch, Theodore

Community Based Training Centers for the Vocational Transitioning of Students with Mental Retardation.

PUB DATE- 90
NOTE- 7p.; Paper presented at the Work Now and in the Future Conference (Portland, OR, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Guidelines; High Schools; *Mainstreaming; *Mental Retardation; On the Job Training; Program Effectiveness; Program Implementation; Special Education; *Supported Employment; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Winston Dillard School District OR

The Douglas Education Service District, Winston Dillard School District, and the Special Education Department at Douglas High School in Winston, Oregon, developed a community-based education program that emphasizes ongoing job training for students with mental disabilities and the development of competitive employment in the community. The program is called the Community Transition Training Center (CTTC) and is housed at the Wildlife Safari in Winston. The CTTC is part of a seven-part training sequence involving these components: (1) classroom instruction; (2) integrated vocational classes; (3) campus work experience; (4) job training at the CTTC; (5) work experience in the community; (6) supported employment in the community; and (7) competitive employment. Steps two and four are unique to this program. The Wildlife Safari has successfully hosted job training students for more than 4 years. Students now attend training sessions in the restaurant, mechanics/welding shop, building maintenance, and gift shop. Staff members of the department conduct the training with minimal interaction by school personnel. A step-by-step training approach has been developed emphasizing cooperation between school officials and training site staff. This program demonstrates what can be accomplished when schools, employers, and public agencies work together to provide the educated work force needed for the future. (KC)

ED 327 720 CE 056 805

Vocational Education: The Issue Is Access.
Northern Illinois Univ., De Kalb. Office for Vocational, Technical, and Career Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Apr 89
NOTE- 45p.; Product of the Project "Change, Technology and Vocational Education."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Administrator Attitudes; Articulation (Education); *Career Counseling; Community Colleges; Counselor Role; Delivery Systems; Educational Finance; *Educational Policy; Educational Technology; Equal Education; Excellence in Education; Experiential Learning; High Schools; Inservice Teacher Education; Marketing; Parent Participation; Program Content; Special Needs Students; Two Year Colleges; *Vocational Education; Vocational Education Teachers

This monograph is a follow-up to a comprehensive study of education for employment that examined how successfully individuals were being prepared for employment by vocational education, career education, and adult education. Three goals surfaced from the study: enhancing quality, increasing effectiveness, and assuring access to vocational education for youth and adults. Of these goals, the issue of access is less often the focus of attention. The purpose of this monograph is to generate a clearer understanding of the issue of access as it relates to vocational education. The authors of the four sections present the following viewpoints on access to vocational education: "Knowledge, Programs, and Equity" (John Washburn); "A Community College Perspective" (Larry Johansen); "A Guidance Counselor's Perspective" (Kathy Dingler); and "A Local Administrator's Perspective" (Joel Schneider). Each section includes a summary and references. The third section also includes an appendix listing 15 research statements regarding the involvement of guidance. (NLA)

Materials Science and Technology. A Preview of an Exemplary High School Course Where Students Explore New Frontiers of Scientific and Vocational Education Know-How.

Battelle Pacific Northwest Laboratories, Richland, Wash.; Central Washington Univ., Ellensburg.; Northwest Regional Educational Lab., Portland, Oreg.; Richland School District 400, Wash.

SPONS. AGENCY- Department of Energy, Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Aug 90

NOTE- 31p.; Project also supported by Tri-Cities Area Vocational Administration. For a related document, see CE 056 832.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Ceramics; Cooperative Programs; Curriculum Development; Education Work Relationship; Glass; Industrial Arts; *Industry; *Integrated Curriculum; Metals; Pilot Projects; Polymers; Postsecondary Education; *School Business Relationship; *Science Education; Secondary Education; Technical Occupations; Technological Advancement; *Technology; *Vocational Education

IDENTIFIERS- *Materials Technology; Partnerships in Education; Technology Education

A materials science and technology (MST) program was developed at Richland High School (Washington) and pilot tested at seven sites in Washington and Oregon. The program created partnerships between science and vocational education teachers at Richland High and Battelle Pacific Northwest Laboratories, and then was expanded to include other high schools, a college, a university, and other industrial laboratories to train teachers to teach materials technology to students. This document describes the program and its pilot sites, provides a course description and course philosophy, outlines course content, lists student learning objectives, and suggests an instructional approach. (KC)

ED 327 812   CS 010 366

Narang, Harbans L.
Helping Students Become Independent Readers.
PUB DATE- Dec 90
NOTE- 14p.; Paper presented at the Annual Conference of the Freshman Year Experience (Tampa, FL, December 1990). Appendix B contains light, broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Critical Reading; Higher Education; Metacognition; Reading Assignments; *Reading Comprehension; Reading Processes; *Reading Strategies; Student Educational Objectives
IDENTIFIERS- Information Focus; Reading Uses

To help achieve success, students must construct purposes for reading so that they can gain the appropriate kind of information while reading. After a student has set a purpose for reading, she/he may preview the material to be read. The next step is to read the material at an appropriate speed considering the purpose for reading and the nature of the material. When reading is taking place, comprehension problems may arise for a variety of reasons. A good reader becomes aware of these problems because she/he is monitoring comprehension. A reader may use any of the following strategies if comprehension problems arise during reading: ignore the problem and continue reading; suspend judgment; form a tentative hypothesis; use text information; reread the current sentence; reread the previous context; or go to an expert source. Making notes during reading to summarize what has been read is important, especially if the purpose is to use information for a written or oral presentation. Successful learners are not only aware of their metacognitive strategies but also use them to control and monitor their learning. (Two figures are included and 10 references are attached. Appendixes include: a list of approaches to improve reading in every class, the "One Q Five R" Version and the "Six R" Version.) (MG)

ED 327 827 CS 010 384

Siegel, Donna Farrell; Hanson, Ralph A.

Bilingual Background and Early Reading Instruction as Factors Related to the Reading Achievement of High School Seniors.

PUB DATE- Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Oklahoma Association of Teacher Educators (Oklahoma City, OK, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Bilingual Students; High Schools; High School Seniors; Kindergarten; Primary Education; *Reading Achievement; Reading Comprehension; Reading Rate; Reading Readiness; Reading Research; Vocabulary Development

Using extensive data gathered from a follow-up study on an early reading program which tested the reading competence of high school seniors who had received formal beginning reading instruction in kindergarten, an ancillary study investigated the effects of early formal reading instruction on bilingual students. Three of the dependent variables (reading comprehension, vocabulary, and remediation) from the full study were evaluated for 496 students identified as speakers of English as a second language. For each of these variables an analysis of variance was computed for three reading experience categories: (1) those receiving no kindergarten reading instruction; (2) those receiving some kindergarten reading instruction; and (3) those completing much/all of the kindergarten reading instruction provided. Consistent with the findings for other population groups of the parent study, results revealed that those bilingual students who began receiving their formal reading instruction in English at the kindergarten level had significantly better reading comprehension scores, significantly fewer remedial experiences, and generally better vocabulary scores as seniors in high schools than those bilingual students who did not. (One figure and one table of data are included for the bilingual study; an appendix containing a summary of the follow-up study is attached.) (KEH)

Cherney, Elaine E.

The At-Risk College Student: A Paradigm for the Development of Critical Reading Skills.

PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Course Descriptions; Critical Reading; Higher Education; *High Risk Students; *Instructional Effectiveness; *Learning Strategies; Remedial Programs; *Study Skills; Thinking Skills; *Transitional Programs
IDENTIFIERS- Michigan State University

Thirty-nine at-risk college freshmen participated in an eight week non-credit seminar in the Fall of 1989. At the beginning of the seminar, students indicated that they enjoyed reading, did leisure reading, and felt that lack of vocabulary, slow reading rate, and inability to concentrate were their major reading problems. They also described their primary study strategies as underlining and rereading. The first step in the reading/learning paradigm was to incorporate into the students' thinking about reading and learning the concept of three levels of learning (rote recall; drawing conclusions, evaluating, making judgments; and problem solving). The students were then given a series of exercises intended to help them better understand the significance of the concept. Students in the one section of the seminar where the paradigm was used obtained the highest grade point average of all sections of the seminar. Students learned quickly that learning means more than just memorization. (Appendixes include a list of books read for leisure during the summer, a reading self-assessment, a learning style self-assessment, a general self-assessment, a description of the three levels of learning, and a list of the types of activities in each level of learning.) (RS)

ED 327 906   CS 507 386

Hugenberg, Lawrence W., Ed.
Basic Communication Course Annual. Volume 2.
PUB DATE- Nov 90
NOTE- 283p.; Published by Academic Press, Boston, MA.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Collected Works - General (020)
DESCRIPTORS- Asian Americans; Cognitive Style; Communication Apprehension; Grading; Higher Education; Interpersonal Communication; *Introductory Courses; Models; *Speech Communication; Student Placement; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Speech Communication Education

This annual collection contains essays relating to instruction in the basic communication course, grading in the basic communication course, evaluating the basic communication course, and the "state" of the basic communication course. Papers in the collection include: "The Future of the Basic Course" (Judy C. Pearson and Paul Nelson); "Communication Apprehension in the Basic Course: Learning Styles and Preferred Instructional Strategies of High and Low Apprehensive Students" (John Bourhis and Charlene Berquist); "An Investigation into the Communication Needs and Concerns of Asian Students in Speech Communication Performance Courses" (Ester Yook and Bill Seiler); "The Required Course and the Advanced Student: A Placement Perspective" (Michael R. Schliessmann and Laurie B. Haleta); "Beyond Writing: The Case for a Speech-Based Basic Course in a Vid-Oral World" (W. Lance Haynes); "A Communication-Based Model of Friendship for the Interpersonal Communication Course" (Rod Troester); "Some Student Perceptions of Grades Received on Speeches" (Ted J. Foster and others); "A Program of Rater Training for Evaluating Public Speeches Combining Accuracy and Error Approaches" (Nancy Rost Goulden); "Evaluating the Basic Course: Using Research To Meet the Communication Needs of the Students" (Lyn B. Bendtschneider and Douglas M. Trank); "The Basic Course: What Do We Know? What Do We Need To Know? Where Do We Go from Here?" (Nancy L. Buerkel-Rothfuss and David L. Kosloski); and "The Basic Speech Course at United States Colleges and Universities: V" (James W. Gibson and others). (RS)

ED 327 923 EA 022 561

Saxe, Richard
Curriculum Management in 29 School Districts in Northwest Ohio.
PUB DATE- 17 Dec 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Curriculum Design; *Curriculum Development; Curriculum Enrichment; Curriculum Evaluation; Elementary Secondary Education; Instructional Improvement; *School Districts
IDENTIFIERS- *Ohio (Northwest)

Curriculum practices of northwest Ohio school districts are described in this exploratory study. Thirty-one out of 33 superintendents responded to a questionnaire that collected information on the following: administrative responsibility for curriculum management; the curriculum review and management process; public relations practices; curriculum improvement needs; constructive practices; and influences on curriculum. Findings are used to construct a prototype district profile, in which curriculum management occurs by comparing actual curriculum practices to instructional standards and student outcomes. Districts identify reform legislation needs as most pressing and improved teacher involvement as their most important accomplishment. Strongest influences on curriculum, excluding teachers, include state mandates, tests, and textbooks. Information will be used to design a more carefully controlled national study. (LMI)

ED 327 990 EC 232 133

Gaylord-Ross, Robert, Ed.; And Others
Readings in Ecosocial Development.
San Francisco State Univ., Calif.
PUB DATE- Apr 90
NOTE- 1,163p.; Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Disabilities; *Ecological Factors; Elementary Secondary Education; Evaluation Methods; Interpersonal Competence; *Intervention; Quality of Life; Research Methodology; *Social Influences; *Student Evaluation; Supported Employment; Teaching Methods; Transitional Programs; Vocational Education
IDENTIFIERS- Ecological Assessment; *Social Ecology

Forty-one readings are presented on the social ecology variables and interventions that characterize the life of persons with disabilities. The readings are grouped into six categories dealing respectively with background, assessment of student-centered variables, interventions relating to student-centered variables, program-centered variables, system-centered variables, and research methodology. Selected papers include: "An Ecosocial View of School and Work: Social Skills, Social Support, and Quality of Life" (Robert Gaylord-Ross and others); "Functional Assessment: Dynamic and Domain Properties" (Gaylord-Ross and Diane Browder); "Contextually Based Social Skill Training for Learning Disabled Youth" (Gaylord-Ross and others); "Vocational and Transition Issues for Seriously Emotionally Disturbed Adolescents and Young Adults" (Michael Bullis and Gaylord-Ross); "Social Skills Training with Handicapped Adults: A Reformulation of a Construct" (Tom Gumpel); "The Community Vocational Training Program: A Transition Program for Youths with Mild Handicaps" (Shepherd Siegel and others); "Research Breakthrough Reduces Turnover among Entry-Level Employees" (Siegel and John Sullivan); "The Supported Employment Consortium: An Analysis of an Interagency Advisory Group" (Renee Cameto); and "Visual Inspection and Statistical Analysis in Single Case Designs" (Hyun-Sook Park and others). A 20-item bibliography is included in addition to the references accompanying each reading. (JDD)

Carfora, Juanita; Carfora, Lolita
En otras palabras: Illustrated Grammatical Concepts and Communicative Activities.
PUB DATE- 86
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communicative Competence (Languages); *Grammar; Listening Skills; *Second Language Instruction; Skill Development; *Spanish; Speech Skills; *Verbs; Visual Aids; *Vocabulary Development; Writing Skills

This manual, designed for teachers of Spanish as a second language, contains visual aids to illustrate certain grammatical concepts and related vocabulary. The manual consists of 30 tear-out blackline masters, each containing one to six separate cartoon pictures, to be used for classroom or homework activities in any sequence. Accompanying each master are lists of suggested captions and vocabulary. Thirteen of these masters are designed to serve as visual stimuli for the preterite and imperfect tenses (four for "hacer" in expressions of time), five pictorialize "ser" and "estar" with past participles, three illustrate reflexive and non-reflexive constructions, and nine consist of a series of sequential drawings for storytelling or "how-to" activities. These grammatical constructions were selected because they cause some problems for students, lend themselves to pictorial representation, and are not adequately illustrated in textbooks. The illustrations depict both everyday activities and episodes in people's lives, and may be used at any skill level. An introductory section offers instructional suggestions on each section to the teacher. (MSE)

ED 327 643 CE 056 618

Lewe, Glenda
The Need for Workplace Literacy Partnerships.
PUB DATE- Oct 90
NOTE- 17p.; For a related document, see ED 322 368.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cooperative Programs; Educational Needs; *Education Work Relationship; Institutional Cooperation; *Literacy Education; *Program Development; *School Business Relationship
IDENTIFIERS- Canada; Partnerships in Education; *Workplace Literacy

The need for workplace skills upgrading has never been more acute. In Canada, many awareness-building initiatives for literacy have been started. The most successful efforts will probably be those based on a partnership model that links companies and unions with educators who understand adult learning styles. Before a workplace literacy program can be established, however, a number of barriers must be overcome. These barriers include perceptions of employers and educators, the issue of control, access to the most useful resource persons, and time and cost. As part of the process of setting up a workplace literacy program, those involved must assess possible educational resources and draw up a formal or informal partnership agreement. Setting up a workplace literacy partnership could involve these steps: (1) conducting an organizational needs assessment; (2) conducting a literacy task analysis; (3) individual assessment; (4) designing the program; (5) developing the curriculum; (6) implementing the program; and (7) assessing the success of the program through its effects on workers. Business/union/education partnerships may hold the key to providing the educated work force needed in the 1990s and beyond. (KC)

ED 327 674   CE 056 696

The Caregiver Education and Training Project: A Comprehensive Training Program for Family Caregivers.
Grossmont District Hospital, La Mesa, CA.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Mar 88
NOTE- 47p.; For related documents, see CE 056 694-695.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Aging (Individuals); Curriculum Guides; Demonstration Programs; *Disabilities; *Family Caregivers; Homebound; Instructional Materials; Long Term Care; Material Development; *Medical Services; *Nursing; Older Adults; Teaching Guides

This demonstration program was designed to impart specific nursing, psychosocial, and community knowledge skills to caregivers, particularly those who themselves were older adults and were caring for a family member at home. Begun in October 1986, this program featured basic home nursing instruction and an orientation to the demands and rewards of caregiving. The Caregiver Education and Training (CET) Project included two components. Two integrated home nursing courses demonstrated basic nursing skills to families who cared for an ill, frail, impaired, or older family member in the home. A companion course focused on the psychosocial aspects of caregiving and provided information about community resources. During its 18-month duration, CET offered 65 classes to the community at no charge. Some 342 individuals representing 221 families and 62 paraprofessionals/professionals participated. Their response was quite favorable. Pretests and posttests demonstrated the acquisition of significant caregiving knowledge and skills. A 60-minute videotape and two teaching guides for the two components of the program were developed. Appendixes include pretests, posttests, and questionnaires. (YLB)

Dickey, Katherine Dooley; Satcher, Jamie F.
A Guide to the Employment Section of the Americans with Disabilities Act 1990.
PUB DATE- 25 Jan 91
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; *Handicap Discrimination; Personnel Integration; Personnel Policy; Personnel Selection; Social Bias; Social Discrimination
IDENTIFIERS- *Americans with Disabilities Act 1990

The Americans with Disabilities Act, signed into law July 26, 1990, has been heralded across the nation as a triumph for the 43 million Americans with disabilities. This document provides a guide to Title 1 of this Act, which forbids employers with 15 or more employees from discriminating against a qualified individual with a disability in job application procedures; the hiring, advancement, or discharge of employees; employee compensation; job training; and other terms, conditions, and privileges. A list of discriminatory acts by employers under the law is provided, along with regulations regarding physical examinations, reasonable accommodation, and undue hardship. Enforcement is in accordance with the powers, remedies, and procedures set forth in the Civil Rights Act of 1964, and these regulations are enforced by the Equal Employment Opportunity Commission. A question-and-answer section concludes the document, and resources are included. (TE)

ED 327 796 CG 023 100

Clark, Burton A.
Adult Children of Alcoholics: An Annotated Bibliography. History, Philosophy and Practice of Adult Education.
PUB DATE- Aug 88
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Children; Alcohol Abuse; *Alcoholism; Annotated Bibliographies; *Family Characteristics; *Parent Child Relationship
IDENTIFIERS- *Children of Alcoholics

This document presents an annotated bibliography of 18 books on the adult children on alcoholics. The books cited in this bibliography focus on such areas as co-dependency, the roles played by children in alcoholic homes, the impact of the parent-child relationship, anger, guilt, love, intimacy, interventions for chemically dependent persons, rules of the alcoholic family, breaking the cycle of addiction, recovery for adult children of alcoholics, change strategies, family secrets, and decision making. Citations are arranged alphabetically by author. (NB)

ED 327 859 CS 212 628

Stover, Lois T.

Using Young Adult Literature as Artifact To Gain Insight about the Adolescent Experience in Other Cultures.

PUB DATE- Nov 90

NOTE- 33p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Adolescent Development; *Adolescent Literature; *Cross Cultural Studies; *Cultural Awareness; *Cultural Context; Foreign Countries; Junior High School Students; *Literature Appreciation; Novels; Reading Materials; Secondary Education; Thematic Approach

IDENTIFIERS- Commonality; Literature in Translation

Using young adult literature from other countries in the classroom provides a common ground from which to build the tolerance and appreciation of cultural diversity so needed in today's world. By viewing books from other countries as artifacts of culture, it is possible to learn about other lands and their peoples. It is also possible to understand more fully the nature of adolescence and to experience the complexities of that developmental stage, and, at the same time, to meet individuals who are unique but who, nevertheless, have a great deal to say to readers about how to live. Commonalities of adolescent developmental tasks and concerns that arise during the move into adulthood, e.g., concerns about school, career, health, physical development, personal self, and social self, are readily apparent and can be used to cross cultural boundaries. These similarities of concern and experience among young adults from varied backgrounds may help our students, as they read about their peers from other countries, develop a tolerance and appreciation for those whose cultural trappings and day-to-day behaviors set them apart. (An annotated bibliography of 35 applicable books available in translation is attached.) (KEH)

ED 327 940 EA 022 597

Title, David

Increasing the Quality and Supply of Administrators in the Northeast: A Northeast Regional Credential for Administrators. A Policy Brief Prepared for the Commissioners of Education in the Northeast and the Administrator Standards Working Group of the Northeast Common Market.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 42p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Education; Administrator Evaluation; *Administrator Qualifications; Administrator Selection; *Certification; Credentials; *Educational Administration; Elementary Secondary Education; Evaluation Criteria; Professional Development

IDENTIFIERS- *United States (Northeast)

The development of a regional credential for administrator certification is discussed as a means to increase the supply of qualified applicants for educational administrative positions in the Northeast. Relevant issues are addressed, which include voluntary/mandatory compliance, administrator experience level at which certification should occur, means of renewal, and changes in certificate titles. Barriers to success are discussed, which include conflict between quality and quantity, divergent administrator preparation program standards, administrator shortages caused by increased mobility, negative impacts on women and minority candidates, and resistance from higher education. Recommendations call for the implementation of an outcome-based assessment of administrator training program graduates, development of a regional credential, and establishment of a regional task force. Appendices include generic standards for program approval, specific evaluation criteria for educational administration programs, and recent state efforts to review administrator certification. (18 references) (LMI)

ED 327 973 EA 022 647

Baron, Mark A.
A Preliminary Investigation of Superintendents' Perceptions Regarding Recruitment and Selection of Principals.
PUB DATE- *Dec 90*
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; *Faculty Recruitment; Personnel Management; *Principals; *Superintendents

Current research suggests principal effectiveness is key to a successful instructional program. However, there is considerable lack of uniformity among superintendents regarding principal recruitment and selection. Of the 80 surveys mailed to a random sample of the nation's superintendents, 35 usable surveys rating the importance of 42 recruitment and selection procedures were completed and returned. Development of an accurate job description and professional references ranked the highest in their respective categories. A total of 6 factors were extracted from 22 selection tools. Three factors related to how well the candidate fits into the school system and community, two pertained to advanced academic training, and the last related to the candidate's personal background. An extensive description of methodology and tables of results are included. (EJS)

ED 328 005 EC 233 217

Cress, Cynthia J.; And Others
Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision-Making.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Deaf Blind; *Decision Making; Hearing Aids; *Needs Assessment; Nonverbal Communication; *Sensory Aids
IDENTIFIERS- *Augmentative Communication Systems

This manual is intended to assist in developing augmentative communication systems for deaf-blind children. After a brief introduction, section II provides an overview of general augmentative communication systems and theory. Section III presents a general decision-making process for developing and selecting augmentative communication systems for nonspeaking individuals. Techniques for assessing needs, the current communication system, and potential changes in the communication system are discussed. Nineteen systems of nonverbal communication are described, as are 10 communication aids, and contact information for companies producing and distributing the aids is provided. A form for relevant motor assessment is also presented. (94 references) (PB)

ED 328 035 EC 233 249

Davis, Brandon; And Others
The "Jangle Fallacy" Revisited: IQ and Achievement with Learning Disabled Children.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Educational Diagnosis; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; *Intelligence; Intelligence Quotient; *Intelligence Tests; *Learning Disabilities; Student Evaluation; Student Placement; *Test Validity
IDENTIFIERS- *Discrepancy Model; Jangle Fallacy; Wechsler Intelligence Scale for Children (Revised); Wide Range Achievement Test

The position that intelligence and achievement are essentially different measures of the same construct has often been referred to as a "jangle fallacy." Such a position challenges the present practice of placing children in learning disabilities programs based on a discrepancy between Intelligence Quotient (IQ) and achievement. This study examined scores on the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Wide Range Achievement Test (WRAT) for 1,090 children (818 boys and 272 girls) ages 8-16 from a large midwestern school district. These children were all referred for learning problems and were determined to have IQ and achievement discrepancies. Results showed an asymmetrical redundancy between measures, with 18.8% of the WRAT found to be redundant with 7.2% of the WISC-R. This finding suggests that there was little overlap between the measures of achievement and intelligence. Results were interpreted in light of the differential format of measurement instruments when used with various levels of academic ability. (21 references) (Author)

ED 328 051 EC 300 016

Kyung-Won, Jeon
Counseling and Guidance for Gifted Underachievers.
PUB DATE- Aug 90
NOTE- 18p.; Paper presented at the Southeast Asian Regional Conference on Giftedness (1st, Manila, Philippines, August 14-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academically Gifted; *Counseling Techniques; Counselor Characteristics; Educational Counseling; Elementary Secondary Education; Models; *School Guidance; Underachievement

This review examines literature on counseling techniques for use with gifted underachievers (GUA). The review begins with a discussion of definitions of underachievement and the various types of underachievement. The paper then evaluates types of counseling, counselor variables, length of counseling intervention, and grade level of counseling. Strategies for meeting the needs of GUA are reviewed, including bibliotherapy, study skills instruction, and mentorships. A counseling model is proposed that includes identifying the type of underachievement (temporal or chronic); the characteristics requiring intervention (psychosocial, academic, and career); the type of counseling (individual, group, or family); and the counseling approach (person-centered, rational-emotional, reality, or other). (40 references) (JDD)

ED 327 659   CE 056 669

Stephenson, David; Fulkerson, Dan, Ed.
Residential and Light Commercial HVAC. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 91
NOTE- 928p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; Buildings; Competency Based Education; Course Descriptions; Curriculum Guides; Fuel Consumption; Fuels; *Heating; Housing; Industrial Arts; Learning Activities; Postsecondary Education; Secondary Education; *Trade and Industrial Education; Units of Study; Utilities; *Ventilation

This curriculum guide contains 18 units of instruction for a competency-based course in residential and light commercial heating, ventilating, and air conditioning (HVAC). Introductory materials include a competency profile and an instructional/task analysis that correlates job training with related information for this course. Each instructional unit includes some or all of these basic components: performance objectives; suggested activities for teachers and students; information sheets; assignment sheets; job sheets; visual aids; tests; and answer keys. Units are planned for more than one lesson or class period. A list of tools, equipment, and materials and an alphabetical list of 38 references are provided. Unit topics include: psychometrics for residential HVAC; residential load calculations; residential duct design and sizing; residential air treatment; psychrometrics for light commercial HVAC; load calculations for light commercial HVAC; light commercial system design; light commercial air treatment; standard gas-fired furnaces; high-efficiency gas-fired furnaces; oil-fired furnaces; electrical heating systems; cooling systems; heat pump systems; balance points; introduction to hydronics; customer relations; and service operations. (YLB)

ED 327 703 CE 056 765

Engelbrecht, Nancy; And Others

Calculator Subtraction and Applications. Fundamentals of Occupational Mathematics. Module 4.

Central Community Coll., Grand Island, NE.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 14p.; For related modules, see CE 056 762-773.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Arithmetic; *Calculators; Community Colleges; *Decimal Fractions; Individualized Instruction; Learning Modules; Mathematical Applications; *Mathematics Instruction; Measurement; Number Concepts; Pacing; *Subtraction; Two Year Colleges; Vocational Education; *Word Problems (Mathematics)

IDENTIFIERS- *Job Related Mathematics; *Order of Operations (Mathematics)

This module is the fourth in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include calculator subtraction, order of operations, and subtraction of measurements. (YLB)

ED 327 764 CG 023 068

Steps to Maturity Program. Evaluation.
Nanaimo School District #68 (British Columbia).
PUB DATE- Jun 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; *Educational Counseling; Elementary Secondary Education; *Family Life Education; Foreign Countries; *Guidance Objectives; *Guidance Programs; Humanistic Education; Program Budgeting; *Program Evaluation; School Community Relationship; Self Evaluation (Groups)
IDENTIFIERS- British Columbia (Nanaimo); Nanaimo School District 68 BC; *Steps to Maturity Program BC

In fall 1989, the Nanaimo (British Columbia) School District No. 68 asked five people, selected from the school system and community, to evaluate the "Steps to Maturity" Program (STMP), a district-wide family life education and affective development program that has developed gradually since 1972. The evaluation team interviewed a large number of individuals and groups both within and outside the school system, including students, parents, teachers, administrators, health care profesionals, and the general public. They solicited perceptions of the program, impressions of its strengths and weaknesses, and ideas for its future. This document presents the results of that study, outlining the background of STMP, describing how the study was done, citing representative responses, providing a cost-benefit analysis, and discussing results and recommendations. The study concluded that STMP is a valuable resource for teachers, students, and parents alike; that it has kept its credibility through a holistic approach and a commitment to high standards of delivery and content; and that the community is highly supportive. Recommendations are listed under three categories: personnel, program, and public awareness. An assortment of program literature is appended. (TE)

Arizona Competency-Based Guidance. Program Development Workbook.
Arizona State Dept. of Education, Phoenix. Vocational Technological Div.

PUB DATE- Sep 90
NOTE- 68p.; For a related document, see CG 023 085.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Competency Based Education; Counseling Objectives; Counseling Services; Counselor Teacher Cooperation; Counselor Training; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; *Program Development; Program Guides; *Program Implementation; *School Counselors; *State Programs
IDENTIFIERS- *Arizona; *Competency Based Guidance

This workbook is intended as a guide to be used at the 1990 Arizona Counselors' Academy to provide Arizona school counselors with the resources and procedures for establishing a Competency-Based Guidance program. It provides instructional materials to assist with the following 12 elements of program development: (1) a mission statement; (2) a statement of philosophy; (3) a conceptual model of guidance; (4) guidance goals; (5) a list of student competencies; (6) the guidance program management system; (7) results agreements for counselor accountability; (8) needs assessment; (9) how to achieve results; (10) how to monitor students' progress; (11) establishment of an advisory council; and (12) creation of a master calendar for the academic year. (TE)

ED 327 875 CS 212 645

Peters, Cheryl
Applause, Applause: Evaluating Creative Responses and Projects.
PUB DATE- 18 Nov 90
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Response; *Creative Activities; *English Instruction; *Student Evaluation; *Student Projects; Two Year Colleges; *Writing Evaluation

This paper offers some guidelines, to be shared with students, that can help make the evaluation of creative responses and projects affirmative, honest, and heartfelt. What should teachers look for in a creative project? The project should move the audience in some deeply personal way, contain some element of surprise, and fulfill the spirit--if not the letter--of the assignment. There are many ways whereby a student may conform to requirements for documentation, background reading, research, or a thorough knowledge of the subject, and still produce a major creative effort. However, students should not be encouraged to work on projects that the teacher is not qualified to evaluate. Collaboration with a teacher in another field may widen the scope of possible creative activities. When making any assignment, it is necessary to be very clear about expectations and criteria for assessment, using a written set of guidelines. Alternately, an entirely different set of guidelines may be developed for creative papers. It is crucial to remember that students who choose to write creative papers generally work harder and longer than others because of a commitment of self, the heart's passion or pain, the mind's light or dark humor. If the ability of the paper to move the audience is used as the primary evaluation criterion, then the response is at the appropriate level. If that magic does not happen, it can generally be explained to the student, in ways that will not crush or blight the imagination, where or how the project could be improved. Two creative writing projects that illustrate how to approach such material are described. (SR)

ED 327 890 CS 507 369

Robinson, Chris; Poole, Gary
Producing Musical Theater for High School.
PUB DATE- 90
NOTE- 90p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Foreign Countries; *High Schools; High School Students; Music Activities; Music Teachers; *Production Techniques; *Theater Arts
IDENTIFIERS- British Columbia; *Drama in Education; *Musicals

This paper focuses on musical theater in the high school in British Columbia. It gives a rationale for incorporating musical theater in secondary schools, exploring the impact that a theater program may have on the music program, teachers, students, and community. Further, the paper presents a detailed guide to the process of producing a musical. Following the results of a survey of high school teachers in Vancouver, British Columbia, that elicited their views on producing musicals in school and their motivation for becoming involved, the paper concludes that the benefits to the secondary school and students are many, and that musical theater should be part of a well-rounded program. The paper is in 11 sections: (1) Introduction; (2) Musical Theater--Choosing to Get Involved; (3) Choosing the Musical; (4) Scheduling the Musical; (5) Organizing a Production Team; (6) Budgeting the Production; (7) Auditions and Casting; (8) Rehearsal Schedules; (9) The Rehearsal Process; (10) Sound Reinforcement; and (11) The Performances. A summary concludes the paper. Thirteen references are attached. Appendixes contain a sample questionnaire, recommendations for high school musical productions, an audition form, and a parent acknowledgement form. (SR)

Creech, Joseph D.
Educational Benchmarks, 1990.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Early Childhood Education; •Educational Assessment; •Educational Objectives; Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; High Risk Students; Measurement Objectives; •School Statistics; •State Norms; Statewide Planning; Tables (Data)
IDENTIFIERS- •Educational Indicators; •Southern Regional Education Board

During the 1980s the 15 Southern Regional Education Board (SREB) states led the nation in implementing new standards and programs to improve the quality of education. The most common goals set by SREB states include: (1) ensuring that all children are ready for either first grade or kindergarten; (2) improving accountability programs in which school performance is evaluated regularly; (3) improving student achievement; (4) reducing the dropout rate or increasing the high school graduation rate; (5) increasing the number of students ready for college-level work; and (6) attracting, retaining, and compensating good teachers and faculty. In October 1988, SREB's Commission for Educational Quality put forward 12 specific goals of education and a number of "indicators of progress" for reaching these goals. This report presents SREB's 12 goals and focuses on national benchmarks to which SREB states can compare themselves, addresses the adequacy of reporting systems for measuring progress, and highlights the status of states and the region on key educational indicators. Interspersed with the text are 8 figures and 16 tables. (MLF)

ED 327 956 EA 022 617

Jones, Beau Fly, Ed.

Managing Instruction for Equity and Excellence: Effective Alternatives to Tracking. Teleconference Resource Guide.

Public Broadcasting Service, Washington, D.C.
PUB DATE- 89
NOTE- 158p.; Photographs will not reproduce well. Document contains light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Ability Grouping; Access to Education; At Risk Persons; *Change Strategies; Cooperative Learning; Early Childhood Education; Elementary Secondary Education; *Equal Education; Grouping (Instructional Purposes); Instructional Effectiveness; Labeling (of Persons); Literacy Education; Reading Instruction; Special Education; Teacher Attitudes; Teleconferencing; *Track System (Education)

Preceded by preteleconference activities, this teleconference examines the definitions, history, assumptions, and consequences of tracking as well as barriers to change, restructuring responses to literacy and learning difficulties, effective alternatives to tracking, and specific grouping strategies. The following documents are included: "Keeping Track Part 1: The Policy and Practice of Curriculum Inequality" and "Keeping Track, Part 2: Curriculum Inequality and School Reform" (Jeannie Oakes); "Access to Knowledge: Breaking Down School Barriers to Learning" (Pamela Keating and Jeannie Oakes); "Shattered Hopes" (Richard L. Allington); "Teacher Beliefs Toward Academically at Risk Students in Urban Schools" and "Do Chapter 1 Programs Promote Educational Equity?" (Linda Winfield); "Ability Grouping and Its Alternatives: Must We Track?" and "Using Team Learning" (Robert E. Slavin); and "Research Identifies Effective Programs for Students at Risk of School Failure" (Center for Research on Elementary and Secondary Schools). Post-teleconference activities follow as well as supplementary readings that include: "Revised Chapter 1 Opens Options for Schoolwide Plans" (James H. Lytle); "How Special Should the Special Education Curriculum Be?" (John O'Neil); and "Assuring School Success for Students at Risk" and "Children at Risk: Work of the States" (Council of Chief State School Officers). (CLA)

ED 328 022 EC 233 236

Special Education: Parent and Student Rights. Updated.
Texas Education Agency, Austin. Div. of Special Education.
PUB DATE- Apr 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Disabilities; Due Process; Educational Legislation; Educational Practices; Elementary Secondary Education; Federal Legislation; *Parent Rights; *Special Education; State Legislation; State Standards; *Student Evaluation; *Student Placement; *Student Rights
IDENTIFIERS- *Texas

This booklet explains parent and student rights concerning special education for children with disabilities, as outlined in federal law and Texas law. The booklet offers definitions of terms and outlines the steps involved in the child-centered educational process leading to special education services. Components of the process are then described, including: comprehensive individual assessment; independent educational evaluation; Admission, Review, and Dismissal Committee; individual educational plan; related services; educational placement; extended year services; extracurricular activities; discipline; individual transition plan; graduation; transferring to a new school; procedures regarding educational records; complaint process, mediation process, and due process hearings; attorneys' fees; and agencies that provide low-cost or free assistance and information to parents. (JDD)

ED 327 675 CE 056 698

The School-to-Work Connection.

Department of Education, Washington, DC.; Department of Labor, Washington, D.C.
PUB DATE- May 90
NOTE- 17p.; Report of the proceedings of the National Conference on "The Quality Connection: Linking Education and Work" (Washington, DC, May 15-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; *Educationally Disadvantaged; *Educational Needs; *Education Work Relationship; *Institutional Cooperation; Postsecondary Education; Program Development; Program Implementation; *School Business Relationship; Secondary Education; Vocational Education

This document reports the proceedings of a national conference of government, business, and educational executives on the school-to-work connection. The proceedings provide short summaries of the speeches and discussions held during the conference, which focused on the problems of poorly educated youth--tomorrow's workers--and how businesses and schools can work together to prepare students for the labor force. The following summaries are included: "America Faces a Work Force Crisis" (Elizabeth Dole); "The Role of Business...Is Critical" (Lauro F. Cavazos); "The Need to Link Business and Education" (Steve Gunderson, Dale Parnell, Carroll Campbell); "Facts and Issues" (Marc Tucker, Al Shanker, Ivan Charner); "Seeking Common Ground" (Sue E. Berryman, Frank Doyle, Gerald Hayward, Joshua Smith, James Kadamus); "Formulas for Success" (Kenneth Smith, Larry Brown, Tom Johnson, Gabriel Cortina); and "Ideas and Solutions" (workshop wrap-up). (KC)

Lankard, Bettina
Case Management of Adolescents with Chronic Disease.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adolescents; Allied Health Occupations; *Caseworker Approach; Child Health; *Chronic Illness; Community Cooperation; Curriculum Development; *Diabetes; Economic Factors; Equipment Evaluation; Family Health; Health Needs; Health Personnel; *Interdisciplinary Approach; *Medical Case Histories; Medical Services; Nurses; Patient Education; Pediatrics; Physician Patient Relationship; Physicians; Primary Health Care; Social Influences; Training Methods
IDENTIFIERS- *DACUM Process

This training guide presents a model for optimum delivery of the primary duties, tasks, and steps required in the comprehensive case management of adolescents with chronic disease. Using a team approach to coordinated health care, the guide involves the patient and family as key members of the care team along with the physician, nurse, dietitian, psychologist, social worker, and exercise physiologists. The guide offers training to provide medical, educational, and psychosocial support to help adolescents achieve optimal health and successful transitions to adult care. Selected by a team of pediatric endocrinologists in a Develop A CurriculUM (DACUM) workshop, the major duties focus on diabetes, but the resulting profile provides a general model for chronic illness. Results from a task verification survey instrument sent to 100 randomly selected members of the American Diabetes Association indicate the professionals' perceived importance of tasks presented relative to training outcomes. Tasks teach how to: (1) maintain contact; (2) provide individualized care; (3) provide education; (4) improve patient's health; (5) ensure appropriate equipment; (6) provide psychological support; (7) address economic and social needs; (8) foster community awareness; (9) maintain professionalism; and (10) keep patient records. Each task is subdivided into competencies. For each competency, performance objectives, person primarily responsible, and steps to achieve the objective are given. Nine references and a separate competency profile are included. (NLA)

ED 327 735 CE 056 832

Materials Technology: The Common Core Skills That Are Shaping the Future. Final Performance Report. January 1, 1989-June 30, 1990.

Battelle Pacific Northwest Laboratories, Richland, Wash.; Central Washington Univ., Ellensburg.; Northwest Regional Educational Lab., Portland, Oreg.; Richland School District 400, Wash.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Sep 90

NOTE- 56p.; For a related document, see CE 056 831. Includes "Materials Science and Technology: External Evaluation Report," by Northwest Regional Educational Laboratory.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ceramics; Cooperative Programs; *Curriculum Development; Education Work Relationship; Glass; *Industry; *Integrated Curriculum; Metals; Pilot Projects; Polymers; Postsecondary Education; Program Evaluation; *School Business Relationship; Science Education; Secondary Education; Technical Occupations; Technological Advancement; *Technology; Vocational Education

IDENTIFIERS- *Materials Technology; Partnerships in Education; Technology Education

A materials technology program was developed at Richland High School (Washington) and pilot tested at seven sites in Washington and Oregon. The program created partnerships between science and vocational education teachers at Richland High and Battelle Pacific Northwest Laboratories, and was then expanded to include other high schools, colleges, and other industrial laboratories. During the initial program, a steering committee was organized, a literature search was conducted, a curriculum was developed and validated, teachers were trained, and pilot sites were selected. More than 225 students were enrolled in the program. Teachers were selected and trained in workshops and through industry programs. An evaluation by Northwest Regional Educational Laboratory showed that the teacher training workshop and the program both received a majority of excellent or good ratings from teachers and/or students in all categories evaluated. The curriculum and project descriptions were disseminated through educators' and researchers' meetings and workshops. (KC)

ED 327 749 CG 023 053

Pappas, John G.

Career Guidance Strategies for Student Affairs Professionals.

Eastern Michigan Univ., Ypsilanti. Dept. of Leadership and Counseling.

PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Counseling; *Career Development; *Career Guidance; Career Information Systems; *College Programs; College Students; Counseling Services; *Counselor Training; Higher Education; Learning Modules; *Post High School Guidance; Self Evaluation (Individuals); *Student Personnel Services

The need for career guidance and counseling services in post-secondary institutions is well-documented in the professional literature and recent research studies. Accordingly, this module is intended as a guide for instructors to use in conjunction with an existing introductory course in college student personnel/student affairs in higher education. It is designed to assist graduate students in examining their own career development and in assessing available career opportunities and resources. Through a structured self-analysis, it provides useful career information and materials, and involves students in career-related activities and experiences. There are five separate components with suggested activities, materials, and resources for each: (1) Self Assessment and Self Analysis; (2) Career Opportunities in Student Affairs; (3) Career Enhancing Experiences; (4) Life Planning and Direction; and (5) Placement Strategies for New Professionals. (TE)

ED 327 797 CG 023 101

Nerison, Rebecca M.; Claiborn, Charles D.

Counselor Attractiveness, Similarity, and Session Impact: A Field Study.

PUB DATE- Aug 90
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Congruence (Psychology); Counseling Effectiveness; *Counselor Characteristics; *Counselor Client Relationship; *Cues; Higher Education; *Interpersonal Attraction; Outcomes of Treatment; *Physical Attractiveness

Past research has suggested that interpersonal influence in counseling is enhanced as clients perceive their counselors to be interpersonally attractive and similar to themselves. This study examined the relationship of specific verbal and nonverbal cues to perceived counselor attractiveness in a field setting, and explored the relation between perceived counselor attractiveness and session impact, the client's perception of the qualities of a therapeutic session, and their feelings about the session. Clients (N=25) at a university counseling center, each seeing a different counselor, rated their counselors in terms of behavioral cues associated with attractiveness and session impact. Clients completed the attractiveness scale from the Counselor Rating Form, three additional items that assessed the similarity aspect of attractiveness, the expertness and trustworthiness scales from the Counselor Rating Form--Short Version, the Comparison Form to Measure the relative importance of six verbal and nonverbal cues in overall perceptions of the counselor, and the Session Evaluation Questionnaire to measure the impact of the counselor on the client in the session. The results indicated that counselor nonverbal behaviors were more salient to attractiveness ratings than were verbal behaviors. Perceived counselor attractiveness was not related to session impact, but expertness and trustworthiness were related. Similarity of the client to the counselor was associated with one aspect of session impact, session evaluation. (NB)

ED 327 813 CS 010 368

Kleiman, Angela B.

Children's Failure To Read: Learner Deficit or Task Artifact?

PUB DATE- Apr 90

NOTE- 20p.; Revised version of a paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990). Best copy available.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Foreign Countries; Grade 8; Junior High Schools; *Reading Comprehension; *Reading Instruction; Reading Research; Socioeconomic Background; Student Characteristics; *Textbook Evaluation

IDENTIFIERS- *Brazil; Text Factors

Because of extremely low salaries paid to teachers in the Brazilian public school system, the profession increasingly attracts only persons from the lower income levels who may not themselves be comfortable with the literacy skills they are supposed to teach. Working under extremely hard conditions, and being ill prepared for her profession, the teacher tends to blame various cultural lacks or deficits in her students to explain their failure to learn. The fallacy of this "deficit hypothesis" can be shown by examining textbooks used to teach reading and in classroom research. Reading textbooks place heavy demands on students' capacity to manipulate discrete elements of text, and no demands on making sense out of text. In one experiment, 40 eighth-grade students were divided equally into experimental and control groups. The experimental group was given a passage and told to write a summary without being able to look at the passage while the control group was allowed to look at the passage. Results indicated that all of the experimental group used integrating, combinatory rules in writing the summary, while only one of the control group was able to use such rules. In another experiment, 53 eighth-graders were divided into two control groups and one experimental group. The control groups read one of two versions of a passage in which different lexical choices were made. The experimental group received both versions of the text. Results indicated that students who had access to only one version were incapable of perceiving the discourse value of the words in question, whereas students who had to focus on whatever differences they could perceive between the two versions were able to perceive the discourse value of the same words. Findings of both experiments suggest that students showed a remarkable capacity to deal with text and written discourse. They also indicate the fallacy of all types of deficit theories which permit ethnocentric intrepretations that only disguise the true causes of student failure. (Fifty-five references are attached.) (RS)

ED 327 828 CS 010 385

Licari, Rosanne

The Effects of Directed Writing Activities on Reading Comprehension Performance.

PUB DATE- Aug 90

NOTE- 48p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 31-November 2, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basal Reading; Educational Research; Grade 4; Intermediate Grades; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Tests; *Reading Writing Relationship; *Teaching Methods

IDENTIFIERS- Comprehensive Tests of Basic Skills; *Directed Reading Writing Activities; New England

A study compared the teaching methods of basal readers to writing/reading integration as they effect reading comprehension. Forty fourth-grade students from an urban area of New England completed the Reading Comprehension Subtest of the Comprehensive Test of Basic Skills (CTBS) for grade 3 as a pretest. A control group of 20 students were instructed throughout the entire fourth-grade year in reading solely with the HBJ Basal Reading Program. The experimental group of 20 students also completed the HBJ Basal Reading Program on the fourth-grade level but additionally were instructed in a wide range of writing activities based on trade books. Both groups were then given the fourth-grade Reading Comprehension Subtest of the CTBS after the nine-month period. The experimental group did not score significantly higher than the control group on the 45 multiple-choice responses based on a variety of comprehension questions. Analysis done with an independent t-test indicated that students who practiced and strengthened their comprehension skills by using writing activities displayed no difference in comprehension skills measured by a multiple-choice format. (Two tables of data are included, 15 references are attached, and appendixes containing statistical analysis, curriculum objectives, and basal reader scope and sequence are provided.) (Author/SR)

ED 327 843 CS 010 404

Knight, Janie S.; Hawes, Kathryn

Student Attitude toward Selected Instructional Strategies.

PUB DATE- Nov 90
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Educational Strategies; *Elementary School Students; Grade 2; Instructional Design; Primary Education; *Reading Instruction; Reading Research; *Student Attitudes; *Teaching Methods

Student attitudes toward instructional strategies affect their interest in the subject and may raise or lower motivation. A pilot study assessed students' attitudes toward 27 different strategies frequently used for reading instruction. Subjects, 28 second-grade students, completed a Likert-type rating scale with faces instead of numbers to reflect student attitudes about various reading activities. Results suggested that for the class as a whole the preferred activities were: reading a story; practicing reading at the computer; and acting out a story. The lowest ranked activities were: practicing with word cards; meeting in a reading circle; and marking a page in the practice workbook. Such results give the classroom teacher the opportunity to make some instructional adjustments. (The questionnaire is included.) (Author/SR)

ED 327 907 CS 507 387

Chen, Guo-Ming
Communication Adaptability and Interaction Involvement as Predictors of Cross-Cultural Adjustment.
PUB DATE- Nov 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Communication Research; *Communication Skills; *Cross Cultural Studies; *Cultural Differences; *Foreign Students; Higher Education; Interpersonal Relationship; Questionnaires
IDENTIFIERS- *Communicative Adaptability

A study of 142 foreign college students staying in the United States examined the effects of communication adaptability and interaction involvement on cross-cultural adjustment. Further testing was conducted to investigate which of the components of communication adaptability and interaction involvement best predicted the dimensions of cross-cultural adjustment. It was hypothesized that significant and positive relationships existed among communication adaptability, interaction involvement, and cross-cultural adjustment. E. W. Wheeless and R. L. Duran's 20-item Communicative Adaptability Scale was administered to the students, as were D. J. Cegala's 18-item Interaction Involvement Scale and A. Furnham and S. Bochner's 26-item Social Situations Questionnaire. The results supported the hypothesis. Differences among the subjects from diverse countries were reported. (Two tables are included; 50 references are attached.) (Author/SG)

ED 327 974 EA 022 648

Husen, Peter M.
An Innovative Principal Preparation Program: A Structural Approach.
PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA; August 12-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Elementary Secondary Education; Higher Education; *Leadership Training; *Management Development; *Principals
IDENTIFIERS- University of Tennessee Knoxville

An innovative principal preparation program was created at the University of Tennessee--Knoxville. The program was built around 19 parameters and based upon three theoretical domains in administration: organization (defines managerial role), human dimension (defines human relations role), and individual relationship with other two dimensions (defines leadership role). Five streams make up the program structure: (1) an internship with a mentor principal; (2) assessment, development, and reflective practices; (3) knowledge and skill base; (4) supported induction during the first year as an administrator; and (5) maintenance. Two appendices contain tables, illustrations, and outlines of the program. (EJS)

Developmental Disabilities Three-Year State Plan: October 1, 1986-September 30, 1989. State of Minnesota.
Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.
PUB DATE- 89
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Federal State Relationship; Financial Support; *Human Services; Incidence; *Objectives; *Planning Commissions; Postsecondary Education; Public Policy; State Agencies; *State Aid; State Federal Aid; State Programs; *Statewide Planning
IDENTIFIERS- *Minnesota

This booklet presents the 3-year plan for Minnesota's management of developmental disabilities services and related issues for the period between October 1986 and September 1989. Section 1 presents definitions of developmental disabilities; estimates of general incidence; and effects on individuals, families, and communities. Section 2 describes the Governor's Planning Council on Developmental Disabilities and its members. Section 3 describes staff members providing assistance to the Council. Section 4 examines the state context of service issues, including the scope of services currently available, the Council's major concerns for the 3-year period, and the selection and administration of priority service areas. Section 5 outlines goals, objectives, and funding as well as application procedures for subgrantees under the Developmental Disabilities Basic State Grant Program. Section 6 presents pertinent assurances; and section 7 contains a summary of testimony from public hearings, bibliographic information on Council publications, a list of policy analysis papers relating to the Welsch consent decree, and a list of studies and reports relating to state schools for blind and/or deaf students. (21 references) (PB)

ED 328 006 EC 233 218

Play Activities and Emergent Language: Intervention Procedures for Young Children with Deaf-Blindness.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Communication Skills; *Deaf Blind; Early Childhood Education; *Early Intervention; *Hearing Impairments; Interpersonal Competence; *Play; Severe Disabilities; Skill Development; *Visual Impairments

This booklet presents a series of play activities and interventions to facilitate development of social and communicative skills in young children who have visual impairments, hearing impairments, or both. The more than 100 activities attempt to increase the early communication and language competencies of young children. An appendix provides an overview of the Early Communication Skills Curriculum developed at Central Wisconsin Center for Developmental Disabilities, with suggested modifications for deaf and/or blind children. (PB)

ED 328 052 EC 300 017

Naidoo, R. M.
Special Education in South Africa--Who Plays God?
PUB DATE- Oct 90
NOTE- 10p.; Paper presented at the Council for Exceptional Children Symposium on Culturally Diverse Exceptional Children (Albuquerque, NM, October 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Apartheid; Delivery Systems; Developed Nations; Developing Nations; *Disabilities; Educational Change; Educational Discrimination; Educational Policy; Elementary Secondary Education; Family Programs; Foreign Countries; *Handicap Discrimination; *Mainstreaming; *Public Policy; Racial Segregation; Special Education; Special Needs Students
IDENTIFIERS- *South Africa

Public policies towards special needs persons in advanced countries have improved tremendously over the last 20 to 30 years, whether the concept is described as mainstreaming, integration, or normalization. Both educational and family policies are changing, with educational policies emphasizing free and appropriate education in the least restrictive environment, and family policies considering the family as central rather than tangential to the service delivery system. However, in South Africa, children within each race group are segregated into able and disabled children. Children with severe to profound degrees of disability are excluded from free and compulsory education. School attendance for them depends on the availability of special day or residential schools. The task of soliciting funds for meals and living expenses falls to the child, his/her family, and school personnel. Policy changes are needed to improve special education services; these changes include ending the differentiation of educational rights based on skin pigmentation and adopting a "free education for all" policy. (14 references) (JDD)

ED 328 068 FL 019 032

Brookes, Gay, Ed.; Gantzer, Jack, Ed.
Students, Texts, Contexts: Research and Practice in ESL Instruction. Selected Papers from the CUNY ESL Council Conference (New York, New York, February 1986).
City Univ. of New York, NY. Instructional Resource Center.
PUB DATE- 87
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; Diaries; *English (Second Language); Fables; Higher Education; Instructional Materials; Interpersonal Communication; Language Research; Language Tests; Literature Appreciation; Media Selection; Native Speakers; Poetry; Reading Comprehension; *Reading Instruction; *Reading Research; Reading Strategies; Second Language Instruction; Writing Processes
IDENTIFIERS- City University of New York; *Vygotsky (Lev S)

Papers presented at the City University of New York's English-as-a-Second-Language (ESL) Council conference on the relationship between text and context in college second language instruction include the following: "Reading Research: New Directions and Implications for ESL" (M. Trika Smith-Burke); "Two ESL Readers: Case Studies of Reading Comprehension Strategies" (Ellen L. Block); "Reading, an Essential Part of the Writing Process" (Gay Brookes, Martha Clark Cummings, Jean Withrow); "Easy Doesn't Do It: Introducing ESL Readers to 'Real English'" (Nancy Erber Cadet); "Aesopic Double 'Takeoutables'" (Mary J. Regan); "Two Walks: Ways of Presenting Poetry" (Jean McConochie); "Vygotsky's Theory of Cognitive Processing: A Possible Grounding for Second Language Acquisition Research" (Gay N. Washburn); "Vygotskian Theory and Language Testing" (Jack Gantzer); "Person to Person: Structured Conversations between ESL Students and Native Speakers" (Carol Montgomery); and "A Writer's Strategy for Talkers: The Oral Journal" (Sally Mettler). (MSE)

Ramey, Pamela

Vocies and Preppies. The Winner in Written Communication Skills Is...

SPONS. AGENCY- Ohio Business Teachers Foundation.

PUB DATE- 90

NOTE- 38p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; *Academic Education; Basic Skills; *Business Education; College Preparation; *Communication Skills; *General Education; High Schools; High School Seniors; *Outcomes of Education; Socioeconomic Background; Student Characteristics; Vocational Education

IDENTIFIERS- Ohio

A study was conducted to: (1) determine if differences exist in socioeconomic background, academic ability, and curriculum with regard to basic communication skills achievement of high school seniors; and (2) gather baseline information about the level of achievement expected of seniors. The study compared basic communication skills scores obtained on the Comprehensive Test of Basic Skills (CTBS) by high school seniors enrolled in the vocational business education, college preparatory, and general education curricula, while considering attribute variables of socioeconomic background, academic ability, and gender. A sample of 90 Ohio public school classes (1,182 students) was used. Comparison groups were formed by randomized matching. Three instruments were employed in this study: (1) CTBS, yielding language mechanics and language expression scores as well as a combined score for language achievement; (2) the Test of Cognitive Skills (TCS), an improved measure of the skills important to success in the school setting and considered an ability test; and (3) a short questionnaire used to evaluate socioeconomic background. The study found that college preparatory students scored highest on the communication skills test, vocational business students ranked second, and general education students scored lowest. Females consistently outperformed males for all curricular groups. The study also found that somewhat less academically able students chose the vocational business curriculum. Controlling for academic ability, vocational business students performed better for their ability level than college preparatory students did for their academic ability. The measure of socioeconomic background did not support the research and could not be used. However, the study concluded that the actual scores of the academic and vocational students did not differ significantly enough to make a practical difference. (30 references) (KC)

ED 327 689 CE 056 725

Braid, Mary; Macaskill, Sandra, Ed.

Workplace Education. Tapping Your Greatest Asset in the 1990s. A Handbook on Education in the Workplace.

Scottish Community Education Council, Edinburgh.
PUB DATE- 90
NOTE- 40p.; British Petroleum Company P.L.C. and Scotlander provided support in the production of this book.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; *Basic Skills; *Corporate Education; Foreign Countries; Illiteracy; *Industrial Training; *Inplant Programs; Labor Force Development; Literacy Education; Nonschool Educational Programs; On the Job Training; Refresher Courses; *Retraining; Staff Development
IDENTIFIERS- *Scotland

Workplace education (WPE) has a significant role to play in solving basic skills problems and in other training requirements. In addition to the benefit of a more able, adaptable work force, WPE leads to more contented workers, encouraged by better employment opportunities. In addition, employees benefit by being more confident both within the workplace and beyond it. Trade unions benefit from a better educated membership, more able to take a full part in industrial relations. Principles of WPE are set out in the International Labour Organisation Convention 140, adopted by Britain in 1975. Italy, Sweden, Belgium, and Canada all have experience with WPE. Scotland, which launched its first WPE scheme--the Lothian WPE pilot--in 1988, lags behind the rest of Europe. A survey of employees conducted by the Scottish Community Education Council has discovered a high incidence of basic skills problems and a real desire among employees for a second chance at education through provision of WPE at their place of work. Some models that might be adapted to suit Scottish business and industry are described: they are the Sheffield (England) City Council's Take Ten Scheme; Ford Motor Company's Employee Development and Assistance Program; The Frontier College (Canada) Workplace Tuition Program; and Italy's 150-hour WPE scheme. (YLB)

ED 327 704 CE 056 766

Engelbrecht, Nancy; And Others

Calculator Multiplication of Decimals and Applications. Fundamentals of Occupational Mathematics. Module 5.

Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 16p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arithmetic; *Calculators; Community Colleges; *Decimal Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; Measurement; *Multiplication; *Number Concepts; Pacing; Two Year Colleges; Vocational Education; Word Problems (Mathematics)
IDENTIFIERS- *Job Related Mathematics

This module is the fifth in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include calculator multiplication of decimals, multiplication of measurements, significant digits, and accuracy of a measurement. (YLB)

ED 327 765 CG 023 069

Wallace, M. Charlene
Counseling and Guidance Program Evaluation 1990-91.
Des Moines Public Schools, IA. Instructional Div.
PUB DATE- Dec 90
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counseling Services; *Counseling Techniques; *Educational Counseling; Elementary Secondary Education; *Group Guidance; *School Counseling
IDENTIFIERS- Des Moines Public Schools IA

This document comprises an evaluation of the kindergarten through grade 12 (K-12) Counseling and Guidance program at the Des Moines (Iowa) Public Schools, a sequential program designed to provide developmental, preventive, remedial, and crisis counseling, in order to assist students in achieving self-understanding, self-responsibility, positive interpersonal relationships, acquisition of decision-making and other life-coping skills, and the attainment of academic and vocational skills. The evaluation is divided into six areas: (1) introduction, including mission statements; (2) context evaluation, including history, policies, principles, and guidelines of the Guidance and Counseling Program; (3) input evaluation, including analysis of the budget, sources of revenue, and human resources; (4) process evaluation; (5) product evaluation (assessing progress toward district goals); and (6) future plans. Results are discussed which indicate the following needs: lower counselor-counselee ratios; more secretarial help at the secondary level; computers for each counselor; a technical assistant in each high school to assist with the master schedule, the scheduling process, and the mid-Iowa requirements for grading the students; additional counselors for elementary schools; and money and release time to update counselor skills. Tables and graphs are included, and supplementary materials pertaining to the counseling program are appended. (TE)

ED 327 781 CG 023 085

Arizona Competency-Based Guidance. Program Handbook.
Arizona State Dept. of Education, Phoenix. Vocational Technological Div.
PUB DATE- Sep 90
NOTE- 154p.; For a related document, see CG 023 084.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Competency Based Education; Counseling Objectives; Counseling Services; Counselor Teacher Cooperation; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Program Design; *Program Development; Program Implementation; School Counselors; *School Guidance; *State Programs
IDENTIFIERS- *Arizona; *Competency Based Guidance

This program development handbook is part of a statewide effort to develop and implement an Arizona Competency Based Guidance Program model for Arizona school districts. Part 1, the Overview, includes an introduction to competency-based guidance, followed by the mission statement of the Arizona Department of Education regarding guidance and the philosophy of the Arizona Competency Based Guidance Program. It also surveys the conceptual model of guidance, the goals for student competency, the management system, and evaluation procedures, and it concludes with a glossary of guidance-related terms. Part 2 outlines desired student competencies at elementary, middle/junior high, and high school levels in four domains: educational, career development, personal/social, and leisure. Part 3 lists the 12 elements of a competency-based guidance program: mission statement, philosophy, conceptual model, goals, competencies, management system, results agreement, needs assessment, results plans, student monitoring, advisory council, and master calendar of events. Appended are samples of guidance goals, the National Career Development Guidelines for competencies and indicators from kindergarten through adult levels, copied articles on conducting needs assessments, and a sample educational and career planning folder for middle/junior high school students. (TE)

ED 327 891 CS 507 370

Underwood, Willard A.

Utilizing Germania-Franistan as an Exercise in Negotiated Decision-Making for the Introductory Speech Communication Course.

PUB DATE- Nov 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Best available copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Conflict Resolution; *Decision Making; Higher Education; Introductory Courses; Persuasive Discourse; *Problem Solving; *Simulation; *Speech Communication; *Speech Curriculum; Treaties

IDENTIFIERS- *Negotiation Processes; Negotiators

The introductory speech communication course can benefit from the use of simulation exercises. In one exercise, students negotiate on behalf of the imaginary governments of Franistan and Germania. Participants are furnished with statistical data and informed that the two countries are mutually dependent, that they share a border, and that the city of Midly straddles the border. The problem to be negotiated is that only the Germanian side of the city has hospitals, so Franistanian mothers must obtain Germanian passports to bear children there. The newborn children are treated as Germanian citizens, and must obtain Germanian passports to return home. Franistan objects to this practice, while Germania claims that the fees generated help support the Germanian welfare system. Members of the class are divided between the two groups and are provided with lists of characteristics of both countries' citizens. The goal is to solve the conflict by arriving at a written treaty through negotiation. Often, the exercise produces a weak treaty, but other solutions may arise. Through the exercise, students typically gain an increased understanding of decision-making, problem-solving, and conflict resolution. And they usually enjoy the exercise. (SG)

ED 328 036 EC 233 250

Golumbia, Linda R.; Hillman, Stephen B.

A Comparison of Learning Disabled and Nondisabled Adolescent Motivational Processes.

PUB DATE- Aug 90

NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Achievement; Adolescents; Affective Behavior; Attribution Theory; *Cognitive Processes; Comparative Analysis; Competence; Failure; Feedback; *Goal Orientation; High Schools; Intelligence; *Learning Disabilities; Models; Performance; Problem Solving; *Psychological Patterns; Student Attitudes; Student Development; *Student Motivation; Success

This research explored cognitive-motivational patterns of learning-disabled and nondisabled adolescents by employing the theoretical model of C. S. Dweck, which posits that a "learning goal" orients students toward the development of competence, whereas a "performance goal" orients students toward the documentation of competence, and that these different goals result in different interpretations of the achievement context. Specifically, this study examined whether the experimental manipulation of the achievement context enhanced or impaired 63 learning-disabled and 69 nondisabled adolescents' cognitions, affective responses, and task choice behavior when confronted with success and failure feedback on a complex and ambiguous problem-solving task. Data indicate that Dweck's social-cognitive model holds explanatory value for conceptualizing cognitive-motivational processes. Nondisabled adolescents were found to feel better after success and to use more low-effort attributions after failure than learning-disabled subjects. Learning-disabled subjects tended to blame inadequate ability more for their failure than nondisabled subjects did. A belief in the fixed, static nature of intelligence promoted negative affect in the face of achievement obstacles. Level of confidence mediated future challenge-seeking for adolescents who subscribe to a belief in the stable nature of intelligence. (24 references) (JDD)

ED 327 860 CS 212 629

Robinson, Sharon E.; Hopper, Mark A.
Technical Manual: Handwriting Research Corporation.
Handwriting Research Corp., Phoenix, AZ.
PUB DATE- Oct 90
NOTE- 116p.; Some of this material was originally presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Handwriting; Personality Traits; *Predictive Measurement; Predictive Validity; Program Descriptions; Reliability
IDENTIFIERS- Computerized Handwriting Analysis Profiling Sys; *Graphology

This technical manual discusses some of the recent developments in the science of graphology and their implications for the science. The manual contains the following sections: (1) Graphology: An Introduction; (2) "CHAPS": Computerized Handwriting Analysis Profiling Systems; (3) HRC Profiles; (4) Reliability; (5) Validity; (6) Historical Review of Research; and (7) Legal and Ethical Issues. Sixty-seven references, a sample risk assessment instrument, a sample basic screening profile, a sample comprehensive profile, and a glossary of traits are attached. (RS)

ED 327 876 CS 212 646

Turner, Nigel E.; Katz, Albert N.
Context Effects in Comprehending Familiar and Unfamiliar Proverbs.
PUB DATE- 16 Nov 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Psychometric Society (31st, New Orleans, LA, November 16-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Discourse Analysis; *Figurative Language; *Language Processing; *Proverbs
IDENTIFIERS- Conventions of Discourse; *Meaning Conditions

Conventionality can be defined as discourse used in its dominant or most familiar sense. In nonliteral language, the intended message is different from the overt message. It has been demonstrated that nonliteral language can be comprehended as rapidly as literal language if both are placed in linguistic context. A study examined whether this held true when unconventional nonliteral language is used. Respondents rated the familiarity of 119 proverbs. Literal and nonliteral contexts were generated for 12 familiar and 12 unfamiliar proverbs. Overall, familiar proverbs were read more quickly than unfamiliar ones. Furthermore, unfamiliar proverbs used in their figurative sense were read more slowly than unfamiliar proverbs used in their literal sense. A follow-up study examined the equivalency in processing of familiar and unfamiliar messages. Students were handed 32 sheets, each bearing a proverb or its paraphrase. The participants were to paraphrase the statements. A familiar proverb, even when placed in its literal context, often generated its figurative meaning, while the reverse was true of unfamiliar proverbs. It appears that some processing differences exist in comprehending literal and figurative language. (Eight figures are attached.) (SG)

ED 327 925 EA 022 568

Tan, Norma

The Cambridge Controlled Choice Program: Improving Educational Equity and Integration. Education Policy Paper Number 4.

Manhattan Inst. for Policy Research, New York, NY. Center for Educational Innovation.

SPONS. AGENCY- John M. Olin Foundation, Inc., Alton, Ill.

PUB DATE- Oct 90

NOTE- 30p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; Parent Participation; *School Choice; School Restructuring; *Voluntary Desegregation

IDENTIFIERS- *Cambridge Public Schools MA

A plan to promote parental school choice, namely, the Cambridge Controlled Choice School Desegregation Plan, is described in this report. The introduction presents a definition and the history of school choice, and the second chapter offers a program description of the community context, an overview of the public school situation in Cambridge, school and program options, parent participation and decision making, and the student assignment process. Program outcomes are described in the third chapter, with attention to socioeconomic and ethnic ratios, enrollment, the percentage of students attending their schools of choice, attendance and retention, achievement, and future educational and career plans. The fourth chapter, on school improvement, examines the issues of district roles and school autonomy. It is concluded that the program was successful in achieving voluntary desegregation, improved community relations, and a gradual overall increase in student achievement levels. Ten tables are included. (LMI)

ED 327 941 EA 022 598

A Guide to Expanding School-Based Prevention.
Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 89
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; *Drug Education; Early Intervention; Elementary Secondary Education; *Prevention; *School Role; *Substance Abuse

School-based substance abuse prevention strategies are presented in this guidebook that stresses nonclassroom programs. It includes information on the importance of expanding school-based prevention plans, an overview of goal and implementation strategies, and a description of specific prevention strategies. These stages include awareness and information campaigns, afterschool programs, peer helper programs, teen conferences and institutions, support groups, performing arts groups, role model and mentor programs, substance-free student events, prevention clubs, service projects, and environmental change projects. The school's expanded role involves helping students to develop personal and social competencies, initiating change in norms that support substance use, and promoting change through student and community channels. (12 references) (LMI)

ED 328 023 EC 233 237

Anthony, William A., Ed.; Wolkon, George H., Ed.
Psychosocial Rehabilitation and Mental Illness: Views from Africa, India, Asia and Australia. Monograph Series, Number 49.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 108p.; A publication of the International Exchange of Experts and Information in Rehabilitation (IEEIR) project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Community Development; *Community Programs; *Cultural Differences; *Developing Nations; Family Involvement; Foreign Countries; Home Programs; *Mental Disorders; Mental Health Programs; *Psychiatric Services; *Rehabilitation Programs; Rural Areas
IDENTIFIERS- Australia; China; India; Nigeria; Sri Lanka

This special journal "Theme" issue presents a collection of papers reflecting the psychiatric practices and community treatment for persons with severe psychiatric disabilities in Asia, Africa, Australia, and India. Some of the papers were presented at the 1988 meeting of the World Association of Psychosocial Rehabilitation (WAPR) in Lyons, France. Compared to technologically advanced nations of the West, the developing nations' approach is characterized by more efficient utilization of scarce resources, culturally syntonic diagnostic and treatment procedures that merge indigenous healing systems with scientific modalities, and the inclination of most third world practitioners to integrate the patients' families into the healing process. Papers include: "Rehabilitation in Mental Illness: Insights from Other Cultures" (Harriet P. Lefley); "Report of a World Health Organization (WHO) Meeting on Consumer Involvement in Mental Health Services"; "Psychosocial Rehabilitation in the Developing World: Progress and Problems" (M. Parameshvara Deva); "An Example of a Community Based Mental Health/Home-Care Programme: Haidian District in the Suburbs of Beijing, China" (Shen Yucun and others); "Nigeria: Report on the Care, Treatment and Rehabilitation of People with Mental Illness" (Tolani Asuni); "A Model for the Care of People with Psychosocial Disabilities in Sri Lanka" (Nalaka Mendis); "Integration of Psychosocial Rehabilitation in National Health Care Programmes" (Vijay Nagaswami); and "Rural Psychiatric Rehabilitation and the Interface of Community Development and Rehabilitation Services" (Douglas A. Dunlap.) (JDD)

ED 327 660 CE 056 670

Buck, Sue; And Others
Exploring Aeronautics and Space Technology. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 91
NOTE- 435p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; *Aerospace Technology; Air Transportation; Behavioral Objectives; Career Education; *Communications Satellites; Course Descriptions; Curriculum Guides; Learning Activities; Postsecondary Education; Secondary Education; Space Exploration; Space Sciences; Tests; Units of Study
IDENTIFIERS- Technology Education

This curriculum guide contains six units of instruction for an introduction to the technology systems in the National Aeronautics and Space Administration (NASA). Designed to be used either as a stand-alone publication or to be infused into the instruction and activities of an existing technology education program, this publication describes the interrelationship of the various technology systems in NASA. Introductory materials include a tools, materials, and equipment list; a list of 20 references; an instructional/task analysis that correlates related information with job training; and information on resources for teachers. Each instructional unit includes some or all of the following basic components: objective sheet; suggested activities for the teacher; teacher supplements; transparency masters; information sheet; assignment sheets; assignment sheet answers; lab activity sheets; written test; and test answers. Units are designed for use in more than one lesson or class period. Unit topics include introduction to the careers in the aviation and space industry; satellite communication systems; composite materials in airframe manufacturing; space-station construction techniques; space-shuttle propulsion systems; and aerostatics and aerodynamics. (YLB)

ED 327 750 CG 023 054

Waidley, John W.

Career Information Module for G&C 530, Career Development and Information Services.

Eastern Michigan Univ., Ypsilanti. Dept. of Leadership and Counseling.

PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Information; *Career Counseling; *Career Information Systems; Counselor Role; *Counselor Training; Experiential Learning; Information Retrieval; *Information Seeking; Information Sources; *Information Utilization; Learning Modules; *School Counselors

Because of the enormous amount of available career information, school counselors require the skills to identify the appropriate information for clients and to know its sources. Accordingly, this module consists of three training activities in career information gathering for school counselors. Activity 1, "Appropriate Information," focuses the counselor's or student's attention on the importance of collecting the appropriate information rather than the random collection of miscellaneous information. Students respond to a number of simulated career guidance situations, in which they are asked to identify which materials they think appropriate for each situation. Responses are discussed in small groups and reported back to the class. Activity 2, "Sources of Career Information," provides an overview of the sources of information as well as a system for classifying information as to purpose and quality of source. Activity 3, "Forms of Career Information," requires students to bring to class a "piece of career information." After analyzing this material as to its possible uses student counselors are asked to think of four effective ways to present career information to their clients, in accordance with Kolb's experiential learning theory model. (TE)

ED 327 798 CG 023 102

Beall, Anne E.
How Emotional Are Males and Females around Others?
PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; College Students; *Emotional Response; Higher Education; Interpersonal Relationship; Peer Influence; *Sex Differences

This study explored the effects of the presence of another person on males' and females' experience and expression of emotion. In either the presence or absence of a confederate experimenter, 33 female and 34 male college students were asked to select a teacher and student from their high school and then to give impersonal or personal information about each target person. Impersonal information consisted of topics such as the person's socioeconomic status, area of residence, and educational standards. For personal information, subjects discussed their current evaluation of the person and how the target person had affected them. Then subjects rated their experience of emotion: happiness, sadness, and emotional intensity felt toward the target people and evoked by the descriptions. In addition, 32 judges rated the expression of emotion conveyed in the verbal descriptions. The only effect found for reported emotion was a main effect for gender. Female subjects reported experiencing greater amounts of emotion than did male subjects. Judges' ratings showed that when subjects provided personal descriptions, males expressed the most emotion in the presence of a confederate experimenter and females expressed the most emotion when alone. The results of this study are interpreted in terms of differential male and female sensitivity to a non-interactive confederate experimenter. (Author/NB)

ED 327 844 CS 010 406

Rasinski, Timothy V.

Predicting Reading Rates That Correspond to Independent, Instructional, and Frustration Reading Levels for Third and Fifth Grade Students.

PUB DATE- Dec 90

NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Grade 3; Grade 5; Informal Reading Inventories; Oral Reading; Reading Achievement; Reading Comprehension; *Reading Rate; Reading Research; Word Recognition

IDENTIFIERS- *Reading Fluency

A study sought to create and pilot a reasonable method for estimating reading rate by grade level and level of reading proficiency within grade level, and to identify reasonable estimates of reading rate at independent, instructional, and frustration levels of reading. Data were elicited from 66 third grade and 64 fifth grade students attending two different public schools, one inner city and one suburban. Subjects were asked to read orally a passage of approximately 500 words taken from a social studies text one year above their grade placement. Results revealed that the correlation between reading rate and accuracy was positive and moderately high at both grade levels. Readers who had good word recognition tended to read at faster rates. The principal finding was that word recognition accuracy, a key factor in determining independent, instructional, and frustration reading levels, was successfully used in predicting reading rates for grades three and five. Findings suggest that researchers can determine reading rates that correspond to levels of difficulty for all grade levels. (One table of data is included; 18 references are attached.) (KEH)

ED 327 957 EA 022 618

Reed, Patricia; Cejda, Brent

Attributes and Preconditions of Collaboration between and among Schools, Institutions of Higher Education, and State Education Agencies. Instructional Leadership and School Improvement.

North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87

NOTE- 33p.; One in a series of reports on Instructional Leadership and School Improvement.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Instructional Leadership; *Organizational Communication; *Organizational Effectiveness; Professional Development; Teacher Education Programs; *Teacher Improvement

Recognizing that successful collaboration among schools, institutes of higher education, and state education agencies to is an important factor in the professional development of education personnel, this document examines existing knowledge of interorganizational collaboration and identifies organizational preconditions conducive to the initiation and continuation of collaborative endeavors. Using information drawn from related literature written between 1970 and 1986, the document describes attributes of effective interorganizational collaboration such as promotive interdependence, a balanced interchange of valued commodities, a continuously renegotiated pluralistic order, continuous environmental scanning and adaptation, and a multifaceted enabling framework. The organizational preconditions identified that may increase the organizations' capacity to collaborate well include: (1) the existence of internal objectives that foster mutual goal attainment; (2) the conduct of a comprehensive assessment of valued commodities for interchange; (3) the existence of organizational values conducive to managing promotive interdependence; (4) institutionalized processes for conducting environmental scanning and strategic planning; and (5) administrative commitment, knowledge, and support. (45 references) (CLA)

ED 328 007   EC 233 219

Bullis, Michael, Ed.
Research on the Communication Development of Young Children with Deaf-Blindness.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 175p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Communication Aids (for Disabled); *Communication Skills; *Deaf Blind; Early Childhood Education; Early Intervention; Interaction; *Interpersonal Communication; Interpersonal Competence; *Intervention; Multiple Disabilities; *Nonverbal Communication; Play; Sensory Aids; Skill Development; Vision Tests; Young Children
IDENTIFIERS- *Augmentative Communication Systems

This booklet collects seven papers drawing on research performed through the Communication Skills Center for Young Children with Deaf Blindness of the Oregon State System of Higher Education and its affiliated sites. Papers include: "Research on Vision Assessment" (Pamela Cress); "Use of Microswitch Technology To Facilitate Social Contingency Awareness as a Basis for Early Communication Skills: A Case Study" (Philip Schweigert); "Communication Opportunities for Children with Dual Sensory Impairments in Classroom Settings" (Charity Rowland); "Comparison of Intervention Strategies for Facilitating Nonsymbolic Communication among Young Children with Multiple Disabilities" (Ellin Siegel-Causey); "Training a Child with Multihandicaps To Use a Tactile Augmentative Communication Device" (Pamela Mathy-Laikko and others); "Play as an Intervention Strategy with Young Children with Deaf-Blindness" (Rebecca Fewell and Patricia Vadasy); and "Evaluation of a Training Program To Enhance Social Interactions between Children with Severe/Profound Multihandicaps and Deaf-Blindness and Their Caregivers" (Pamela Mathy-Laikko and others). References accompany each paper. (PB)

Ten Year Plan for the Redevelopment of Intellectual Disability Services. Final Report, August, 1988. Data Book.

Neilson Associates Pty. Ltd., Melbourne (Australia).

SPONS. AGENCY- Victoria Dept. of Community Services, Melbourne (Australia). Office of Intellectual Disability Services.

PUB DATE- Aug 88

NOTE- 169p.; For related documents, see ED 325 986-987.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Day Programs; *Delivery Systems; Employment Programs; Foreign Countries; Independent Living; Individual Characteristics; Institutionalized Persons; *Long Range Planning; *Mental Retardation; *Program Development; *Rehabilitation; Residential Institutions; Training; Vocational Education

IDENTIFIERS- *Australia (Victoria)

This databook for the final report of the 10-year plan to redevelop services for individuals with intellectual disabilities in Victoria, Australia, presents results of three studies. The major study provides a functional profile of people with intellectual disabilities living in State-run institutions (Residential Training Centres) or attending Adult Day Training Centres (ADTCs). On a statewide basis, data are analyzed in terms of numbers and gender, age range, length of institutionalization or other living arrangement, family contact, secondary disabilities, and skill strengths in activities of daily life. Similar profiles are then offered for each of 10 individual training centers. The second study offers the views of 1,348 adults with intellectual disabilities living in institutions, toward proposals put forward in the interim report of the 10-year planning process. Respondents indicated that key issues in the redevelopment of intellectual disability services were access to community housing, employment, and further education. The third study presents, in summary form, a picture of the diversity of programs provided to clients by the ADTCs, such as vocational, pre-vocational, independent living skills, socialization, behavior management, paramedical services, recreation, and transport. A working paper relating to the prevalence of intellectual disabilities in Victoria is also included. An appendix contains a client profile checklist. (four references) (JDD)

ED 327 676 CE 056 711

Watts, A. G.

Conference on European Co-operation in the Field of Vocational Guidance for Young People and Adults (Berlin, November 27-28, 1990). Summary Report.

European Centre for the Development of Vocational Training, Berlin (Germany).

PUB DATE- Dec 90

NOTE- 8p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- Adult Education; Career Education; *Career Guidance; Computer Oriented Programs; Cooperative Programs; *Counselor Training; Databases; Foreign Countries; *Guidance Programs; *Guides; *International Cooperation; International Relations; Material Development; Occupational Information; Postsecondary Education; Secondary Education; Staff Development

IDENTIFIERS- Computer Assisted Guidance; *European Community

A conference set the stage for the development of European Community (EC) policy in the field of vocational guidance and possible action. Discussion focused on the need for trans-frontier guidance and the need for communication and cooperation between guidance services to support educational and occupational mobility across the EC as a whole. The implications of the EC as a single labor market were debated. Participants agreed unanimously that a handbook on vocational information and guidance within the 12 Member States should be developed. Initial suggestions were made as to which bodies might be members of a network designated to produce the handbook. A report of a feasibility study on such a handbook proposed two alternative models: a single handbook and 12 handbooks, one for each Member State. Training and staff development were discussed. Two possible forms for a "European academy" for counselor training were suggested: a single institution and networking among training agencies. Computer systems were suggested to enable comprehensive, current information on educational, training, and employment opportunities to be made available across the EC. Three related issues concerned development of databases, development of computer-aided career guidance systems, and integration of these systems. (YLB)

ED 327 705 CE 056 767

Engelbrecht, Nancy; And Others

Calculator Division Fraction to Decimal Conversion Applications of Division. Fundamentals of Occupational Mathematics. Module 6.

Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 15p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arithmetic; *Calculators; Community Colleges; *Decimal Fractions; *Division; Individualized Instruction; Learning Modules; Mathematical Applications; *Mathematics Instruction; Measurement; Number Concepts; Numbers; Pacing; Two Year Colleges; Vocational Education; *Word Problems (Mathematics)
IDENTIFIERS- *Job Related Mathematics

This module is the sixth in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include calculator division, mixed number fractions, division of measurements, fraction to decimal conversion, rules of accuracy, and word problems. (YLB)

ED 327 736   CE 057 132

Nickse, Ruth S.

Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy." Information Series No. 342.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- *Office of Educational Research and Improvement (ED), Washington, DC.*

PUB DATE- *90*

NOTE- *91p.; For a related document, see ED 308 415.*

LANGUAGE- *English*

EDRS-PRICE- *EDRS Price - MF01/PC04 Plus Postage.*

PUB TYPE- *Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)*

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Child Development; Corporate Education; Cultural Differences; Elementary Education; *Family Programs; Federal Legislation; *Intergenerational Programs; Learning Theories; Library Extension; *Literacy Education; Parent Child Relationship; Parent Education; *Parent Influence; *Parents as Teachers; Preschool Education; Young Children*

IDENTIFIERS- **Family Literacy*

Family and intergenerational literacy programs provide an opportunity to combine the agendas of adult basic skills improvement and literacy development in children. This overview of practice in family and intergenerational literacy programs identifies trends, issues, and concerns and offers recommendations. The first chapter presents background information including definitions and purposes for family and intergenerational programs. It describes the sponsorship of programs and the motivations that justify program development. The next chapter describes research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory. Chapter 3 details programs in five sectors: adult basic education, libraries, family English literacy, preschool and elementary education, and corporate programs. The fourth chapter presents a typology for classification of family and intergenerational literacy programs based on the mode of program intervention and the target population that receives the services. Advantages and disadvantages of four program types are presented: (1) Direct Adults-Direct Children; (2) Indirect Adults-Indirect Children; (3) Direct Adults-Indirect Children; and (4) Indirect Adults-Direct Children. Examples of specific programs, critical research questions, and recommendations are provided. The document concludes with 113 references and an appendix detailing 12 programs classified according to the typology presented earlier. (SK)

Senander, Kristin L.; Kantor, Jane M.
An Evaluation of the Effects of Parental Divorce on College Students.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Communication Research; *Divorce; Higher Education; *Interpersonal Relationship; *Social Development; *Student Attitudes
IDENTIFIERS- Student Surveys

A study examined the effects of parental divorce on college students, comparing college students in five areas of social development according to parental marital status: evaluation of parent/child relationships; relationship commitment and satisfaction; dating frequency and satisfaction; attitudes toward marriage; and sexual activity and satisfaction. Subjects, 191 students at a small, private liberal arts university, completed a three-page questionnaire. Results indicated three differences between students from intact and divorced families: students from divorced families had a less favorable perception of their relationship with their father, were more cautious about frequent dating, and rated premarital cohabitation as more acceptable. (Twenty references and the survey questionnaire are attached.) (SR)

ED 327 975 EA 022 649

Choosing Better Schools: The Five Regional Meetings on Choice in
Education.

Department of Education, Washington, DC.

PUB DATE- Dec 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Educational Vouchers; Elementary Secondary Education; Free Choice Transfer Programs; Magnet Schools; Parent Participation; *School Choice; *School Restructuring; Tax Credits; Tuition; Voluntary Desegregation

A short synopsis of five regional meetings on school choice and follow-up activities is offered in this report. The meetings were held in fall 1989 in East Harlem, New York; Minneapolis/St. Paul, Minnesota; Charlotte, North Carolina; Denver, Colorado; and Richmond, California. Three sections of the report provide a review of choice activities that have occurred since the meetings, a description of types of school choice, and a discussion of school choice and restructuring. A fourth section examines issues relevant to school choice, such as increasing the scope of choice, maintaining a racial balance, and providing equal access to transportation and information. The final section describes Department of Education school choice projects. (LMI)

Policy Analysis Series. Issues Related to the Welsch Consent Decree. Volumes I and II.
Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.
PUB DATE- 82
NOTE- 514p.; Volumes I and II were combined for this ERIC document. Papers in Volume I are listed as No. 1-11; Volume II contains No. 12-21.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Agency Cooperation; Behavior Problems; Community Programs; Cost Effectiveness; Court Litigation; *Deinstitutionalization (of Disabled); *Employment Programs; Group Homes; Institutionalized Persons; Legal Responsibility; *Mental Retardation; Policy Formation; Program Administration; Program Evaluation; Residential Care; *Residential Institutions; Residential Programs
IDENTIFIERS- *Intermediate Care Facilities; *Minnesota; Property Values; Welsch versus Noot

This two-volume compilation of 21 papers discusses issues stemming from the Welsch versus Likins suit (1974). The suit led to the 1980 Welsch-Noot consent decree requiring the State of Minnesota to reduce the overall population of mentally retarded persons residing in state institutions by nearly one-third over 6 years. The 11 papers in Volume I are: "Taxonomy of Issues Surrounding Implementation of the Welsch versus Noot Decree"; "The Size of Community Residential Facilities: Current Guidelines and Implications for Planning"; "Interagency Cooperation: The Underlying Concepts of Trust, Incentives, Barriers, and Forms of Linkage"; "Cost Function Analysis of Minnesota Intermediate Care Facilities for Mentally Retarded (ICF-MR) Per Diems"; "Admissions/Readmissions to State Hospitals, September 1, 1980 to May 31, 1981: The Behavior Problem Issue"; "The Financial Status of Minnesota Developmental Achievement Centers: 1980-1982"; "The Program Status of Minnesota Developmental Achievement Centers: 1980-1982"; "The Client Status of Minnesota Developmental Achievement Centers: 1980-1982"; "Summary of Issues, Programs and Clients in Minnesota Developmental Achievement Centers: 1980-1982"; "Admissions/Readmissions to State Hospitals, June 1, 1981 to December 31, 1981: The Behavior Problem Issue"; "An Analysis of Minnesota Property Values of Community Intermediate Care Facilities for Mentally Retarded (ICF-MRs)." The 10 papers in Volume II are: "Analysis of Nonformal Training for Personnel Working in the Field of Developmental Disabilities in Minnesota: 1981-1982"; "A Survey of Training Programs in Developmental Disabilities in Postsecondary Schools in Minnesota and Adjacent States"; "Training Needs as Perceived by Residential and Day Program Administrators and Staff"; "Cost Function Analysis of Minnesota Intermediate Care Facilities for Mentally Retarded (ICF-MR) Per Diems: 1980"; "A Statewide Summary of Sheltered Employment Programs"; "The Financial, Client, and Program Status of Minnesota Developmental Achievement Centers: 1982"; "The Minnesota Family Subsidy Program: Its Effect on Families with a Developmentally Disabled Child"; "Cost Function Analysis of Minnesota Intermediate Care Facilities for Mentally Retarded (ICF-MR) Per Diems: 1981"; "Respite Care: A Supportive and Preventive Service for Families"; and "Summary and Analysis of Minnesota Developmental Disabilities Respite Care Demonstration Projects (1981-1983)." Several of the papers in Volume II update the papers contained in Volume I. Volume I contains 166 references; Volume II has 216 references. (PB)

ED 328 069 FL 019 033

Research, Classroom Practice, Programs. Improving the Odds: Helping ESL Students Succeed. Selected Papers from the CUNY ESL Council Conference (New York, New York, February 1987).

City Univ. of New York, NY. Instructional Resource Center.

PUB DATE- 88

NOTE- 54p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Alienation; Classroom Techniques; College Bound Students; Developmental Studies Programs; Difficulty Level; Dropout Prevention; *English (Second Language); Group Dynamics; Higher Education; *Instructional Effectiveness; *Limited English Speaking; Personal Autonomy; Program Descriptions; *Reading Instruction; Second Language Instruction; Second Language Learning; Story Telling; *Success; Syntax; Teamwork; Vocabulary Development; *Writing Instruction

IDENTIFIERS- City University of New York; Content Area Teaching

Papers presented at the City University of New York's English-as-a-Second-Language (ESL) Council conference on maximizing the chances for success of limited-English-proficient college students include the following: "Thresholds, Alienation, and Syntax" (Geoffrey Summerfield); "Storytelling: Starting with the Familiar" (A. Duku Anokye); "Teachers Talk about Reading and Writing Connections" (Jean Withrow, Gay Brookes, Martha Clark Cummings); "Student Autonomy and Group Reliance in an ESL Reading/Writing Course" (Jack Gantzer, Nancy Erber Cadet); "Learning Vocabulary through an Academic Subject: A Case Study" (Kate Parry); "What Happens beyond the Developmental Writing/ESL Course?" (Trudy Smoke); "Person to Person: The Stay in School Partnership Program" (Miriam Eisenstein, John Devine, Timothy Ebsworth, Judith Horvath, John Mancuso, Lauren Sunstein); "Language Facilitation: A Way of Improving the Odds" (Carlos Yorio, Pilar Enright, Elaine Klein); "Improving Learning by Teaching from Students' Strengths" (Adele MacGowan); "The Model and Its Variations: The Pre-Freshman Summer Program of CUNY's Office of Special Programs (SEEK & College Discovery)" (Frank Kehl). A report of a panel discussion on "Improving the Odds" concludes the document. (MSE)

ED 327 645 CE 056 624

Review of Evaluation Procedures Used in Project POWER.
Ohio State Univ., Columbus. Center on Education and Training for Employment.

SPONS. AGENCY- Triton Coll., River Grove, Ill.
PUB DATE- Mar 90
NOTE- 24p.; For a related document, see ED 324 458.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *English (Second Language); *Evaluation Methods; Literacy Education; *Outcomes of Education; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement
IDENTIFIERS- Literacy Audits; *Triton College IL; *Workplace Literacy

Project POWER is a workplace literacy program conducted by Triton College. The project offers courses in English as a Second Language (ESL) and Adult Basic Education (ABE) to employers who are willing to pay their employees for half their class time and for 15 percent of the instructional costs. By the end of January 1990, the project had conducted 53 courses for 11 employers, enrolling 465 employees. Recommended practices were followed in planning and conducting the courses, including conducting a literacy skill audit for each company and incorporating company-specific materials in instruction. Students completed evaluation questionnaires at the end of each course and most of their responses were positive. Pre- and post-testing were conducted for almost all courses. The average gain for ESL students was half a grade level. The ABE students improved an average two-thirds to 1.5 grade equivalent. These gains are consistent with the 48 hours of instruction provided. The evaluation showed that, overall, the project achieved its objectives. However, the "literacy skills profile" that was specified was not created, and it could not be determined whether the objective to increase performance to levels established in the profile was achieved. (ESL and literacy assessment summaries and evaluation forms are appended.) (KC)

ED 327 690 CE 056 726

Browning, Genia; Linn, Pamela
Opportunities for the Older Unemployed. An Investigation of Education and Training Needs and Opportunities for Unwaged Adults in Their 40s and 50s.
Further Education Unit, London (England).
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Adult Education; Age Discrimination; Community Education; *Dislocated Workers; Displaced Homemakers; Foreign Countries; Job Placement; Job Skills; Job Training; *Middle Aged Adults; *Nontraditional Education; *Nontraditional Students; Postsecondary Education; *Retraining; Self Esteem; *Tourism; Unemployment
IDENTIFIERS- *England (London)

A project was designed to assist older unemployed people in London, England, with the transition to education, vocational training, and employment. The project involved the development of a local tourist guide course at Thames Polytechnic (England), the accreditation of this course, and employment of some of the participants as local tourist guides. A survey that received 24 responses (of 285 questionnaires) and interviews with 11 unemployed adults identified the education, training, and leisure interests of people over 40. The tourist guide course was developed by the polytechnic's continuing education unit in cooperation with the borough of Greenwich (England). The main issues arising from the project were: (1) the cultural and economic problems of transition from paid work to unemployment and then to education; (2) the attitudes of employers toward older unemployed adults; and (3) how education can best prepare adults for paid work. It was recommended that: (1) educational providers should use a range of strategies and programs for older people; (2) providers should study the age profiles of their students and the target population; and (3) providers should keep abreast of forthcoming or recent layoffs in the community. (NLA)

ED 327 722 CE 056 809

Ostman, Ronald E.; And Others

Adult Distance Education, Educational Technology and Drop Out. The New Zealand Technical Correspondence Institute's Management Courses. Studies in Education, No. 48.

New Zealand Council for Educational Research, Wellington.

PUB DATE- 88

NOTE- 199p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Books (010)

DESCRIPTORS- *Adult Dropouts; Adult Education; Business Administration Education; Curriculum Development; *Distance Education; Dropout Attitudes; *Dropout Characteristics; Dropout Rate; *Dropout Research; *Educational Technology; Enrollment Influences; Foreign Countries; Higher Education; Multivariate Analysis; Potential Dropouts; Teacher Guidance; Teacher Student Relationship; Work Attitudes

IDENTIFIERS- *New Zealand

The New Zealand Technical Correspondence Institute studied the internal and external factors influencing adult students enrolled in a tertiary-level distance education management course to abandon their studies. A literature review afforded definitions of: (1) distance education; (2) educational technology; and (3) drop out. Although research has been conducted concerning dropouts, little research has been done on dropouts among adult distance learners studying at the tertiary level. An investigation was conducted using an exploratory multivariate analysis. Questionnaire data were collected from 724 respondents. Information collected included job commitments, reasons for enrollment and withdrawal from study, and study and work attitudes. Based on study findings, the following recommendations were made: (1) learners should be given clear expectations prior to study; (2) special assistance should be provided to dropout-prone students; (3) tutors and learners should increase contact; (4) tutors and learners should work together for the class duration; (5) curriculum review and student reinforcement should be constant; (6) student contact should be monitored; (8) participation in study should be flexible; (9) dropouts should be encouraged to reenroll; and (10) course content should reflect job requirements. (A list of 66 references, appendices containing management course information, the study questionnaire, 27 tables, and 3 figures are provided in the report.) (NLA)

ED 327 766 CG 023 070

Doyle, William W., Jr.

Prescribed Exercise Behavior in the Treatment of Spouse Abuse.

PUB DATE- 12 Aug 90
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Counseling Techniques; *Crisis Intervention; *Exercise; *Marriage Counseling; Research Problems; *Spouses

This presentation by a practicing marital therapist describes how exercise behavior can be used as a preventive measure against spouse abuse. This crisis intervention approach is intended to help couples develop stopgap techniques to prevent physical violence; it is one segment of a more comprehensive approach which might include contingency contracting between the couple, the imposition of legal sanctions, individual or group therapy for both the abuser and the victim, assertiveness training, fair fight training, communication skill training, and conflict resolution. The ensuing discussion focuses on cues which signal that marital tensions are building toward violence, and then describes strategies for intervening before fighting begins. It is argued that when levels of anger or fear reach a critical point, one needs to find a safety valve for rising blood pressure and muscular tension. It is suggested that, after calling a time out and withdrawing from the scene of conflict, spouses develop cathartic activities that reduce extreme levels of tension; these should be physically strenuous, aggressive or destructive, impersonal, safe, cheap, and private. Examples of such cathartic activities are given, including breaking bottles, kicking footballs, hitting baseballs or golfballs, chopping wood, and pounding nails. (TE)

ED 327 814 CS 010 369

Berninger, Virginia W.; Abbott, Robert D.

Ecological Fallacy in Reading Acquisition Research: Masking Constructive Processes of the Learner.

PUB DATE- Aug 90

NOTE- 59p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Data Analysis; Grade 1; Primary Education; *Reading Processes; *Reading Research; *Research Methodology

IDENTIFIERS- Ecological Fallacy (Testing)

A study examined whether conclusions about constructive processes in reading based on analysis of group data were consistent with those based on an analysis of individual data. Subjects, selected from a larger sample of 45 first grade students who had participated in a longitudinal study on acquisition of linguistic procedures for printed words, were from a variety of ethnic and cultural backgrounds and were relatively homogeneous in socioeconomic indicators. The same data set of reading-related processing measures was analyzed in four different ways. In the first approach, the analysis was based on achievement groups, aggregated over children drawn from different classrooms, with variation among children within the group treated as error. In the second approach, the analysis was based on instructional groups taught by the same teacher, with error estimated as in the first approach. Analysis in the third approach was based on the same children as the second approach but variation among children was treated as systematic variance and individual responses over stimulus trials were used to estimate error. Finally, in the fourth approach, separate analyses were performed for each child in the instructional groups in a design that used variation over stimulus trials to estimate error. Results depended on how the data were aggregated: the first two analyses indicated that there is one process in reading acquisition, while results of the last two analyses indicated that there is not one single process in learning to read. Rather, even when the instructional program was held constant, variation in children's constructive processes resulted in the learners using instructional cues in more than one way. Differences in conclusions were attributed to the ecological fallacy in which inferences about one unit of analysis are based on analyses at another level. (Five tables of data are included; 60 references are attached.) (Author/RS)

ED 327 829 CS 010 386

Levine, Daniel U.; Sherk, John K.

Effective Implementation of a Comprehension-Improvement Approach in Secondary Schools. Summary.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

PUB DATE- May 90

NOTE- 34p.; For the full report, see CS 010 387.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; *Reading Improvement; *Reading Programs; Reading Tests; Secondary Education; Student Improvement; Teacher Effectiveness; *Urban Education

IDENTIFIERS- *Degrees of Reading Power; Kansas City Public Schools MO; New York City Board of Education; Orange County Public Schools FL

This document summarizes a report on the implementation and impact of instructional strategies to improve students' comprehension skills at three diverse urban secondary schools. While activities and characteristics varied, educators at all three locations were implementing local variations of a school-improvement approach based on the use of the Degrees of Reading Power (DRP) approach intended to help teachers acquire and use comprehension-improvement strategies in the classroom. Following an introduction, the first section describes the program at the ninth-grade School-within-a-School (SWAS) program for low-achieving students in Kansas City, Missouri, high schools. The second section discusses the Elizabeth Barrett Browning Intermediate School 115 in the Bronx, New York (grades 6-8), while the third section deals with Apopka High School (grades 9-12) in the Orange County Public Schools in the Orlando, Florida, metropolitan area. The final section contains discussion and conclusions. It is noted that at all three schools, gains appear to have been made with respect to students' reading comprehension performance on the DRP test; and that emphasis in improvement efforts included substantial staff development, activities to motivate students, and utilization with local variations of an approach the College Board developed to help teachers acquire and implement instructional strategies for enhancing students' comprehension. A glossary of strategies is appended. (SR)

ED 327 861 CS 212 630

Fleckenstein; Kristie S.

Assumptions about Literacy Underlying an Employee Newsletter.

PUB DATE- 15 Sep 90

NOTE- 11p.; Paper presented at the Responsibilities for Literacy Conference (Pittsburgh, PA, September 14-15, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Acculturation; *Business Communication; Communication Research; *Critical Reading; Discourse Analysis; Language Role; Literacy; *Newsletters; Socialization

IDENTIFIERS- Business Literature; *Corporate Culture; Corporations; Employee Publications

A corporate employee newsletter offers an ideal opportunity to discover how literacy functions as a means of assimilating individuals into a social structure. Underlying the corporate newsletter's assimilative function are the assumptions: (1) that in reading, employees rely on attitudes toward types of texts evolved within society as a whole; and (2) that employees create and enter into roles and relationships cued by the text. The newsletter is designed to resemble an ordinary newspaper, so that readers accept the newsletter as truthful and reliable. Furthermore, stories contained in the publications, such as articles praising heroic acts of particular employees, are intended to define the role of the good corporate employee. Analysis of story selection and revision also reveals that articles seek to humanize the corporation as paternal caregiver, and to portray it as active rather than passive. Because the corporate newsletter is a means of attempting to shape the attitudes and roles of readers, teachers must enable students not only to be literate, but to be critical of the messages they receive because of their literacy. Otherwise, students may be all too easily subjugated by those who would inflict identities and roles upon readers. (SG)

ED 327 892 CS 507 371

Nevins, Randi J.; Book, Cassandra L.

The Gift of Oration for the Gifted and Talented--Teaching Oral Communication to High School Students.

PUB DATE- 4 Nov 90
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; College School Cooperation; Course Content; *Course Organization; Higher Education; High Schools; High School Students; Honors Curriculum; *Persuasive Discourse; *Public Speaking; Student Evaluation
IDENTIFIERS- Michigan State University; Orators; Oratory

An oral communication course, offered at Michigan State University during the 5-week summer session, was conducted for academically talented high school students. Students learned about the responsibility of creating and delivering ethical, informed, and rhetorically sensitive messages. Each student researched one socially significant issue, and delivered three different speeches (one informative and two persuasive) based on this single issue. Feedback and critique of famous and peer speeches were also integral parts of the course. Review of student presentations included: (1) immediate oral critique by peers, led by the speaker; (2) peer and faculty written critiques; and (3) critiques following video playback. Students were also required to play back their video at home. Throughout the 5-week summer session, instruction emphasized personal and social responsibility. Students were responsible for several roles--researcher, contributor, supporter, critic, and orator. The students learned to value their own voices and the voices of others. (KEH)

ED 327 942 EA 022 599

Wrap-Up of the 1990 Special Sessions on Public Education. House Research Organization Special Legislative Report, Number 160.
Texas State Legislature, Austin. House Research Organization.
PUB DATE- 31 Jul 90
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; *Public Education; Resource Allocation; State Action; State Courts; *State Legislation
IDENTIFIERS- *Texas

In October 1989 the Texas Supreme Court declared the public school finance system unconstitutional in "Edgewood ISD (Independent School District) v. Kirby" and required implementation of a new system by September 1, 1990. Four special legislative sessions resulted in the enactment of SB 1, which revises the school finance system and makes other changes affecting governance and accountability. Provisions of SB 1 are summarized in this legislative report, which reviews appropriations for fiscal year 1990-91 to finance public education and alleviate a budget shortfall in the social service agencies and describes the revenue measures enacted to finance the additional spending. An update on the July hearings before the state district court in Austin on the compliance of SB 1 with "Edgewood" requirements for an equitable system is also included. Other new laws are summarized, which cover criminal justice, natural resources, higher education, transportation, miscellaneous measures, and local bills. (LMI)

ED 328 037 EC 300 000

Claus, Richard N.; And Others
Severely Emotionally Impaired/Program Expansion/Project Find/Pre-Primary Impaired. Product Evaluation Report, 1989-1990.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Aug 90
NOTE- 59p.; Appendix J may not reproduce legibly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; *Handicap Identification; Preschool Education; Program Development; Program Evaluation
IDENTIFIERS- Education for All Handicapped Children Act; Saginaw City School System MI

The report describes 1989-90 activities receiving flow-through monies under Public Law 94-142 of four projects of the School District of the City of Saginaw (Michigan): (1) the Program for Severely Emotionally Impaired Students (SEI); (2) Program Expansion; (3) Project Find; and (4) the Pre-Primary Impaired Program. Among seven primary activities of the SEI program were: provision of instructional services to secondary level SEI students; provision of work experiences for the students; and maintenance of monthly contact with the parent/guardian of each student. Among three primary activities of Program Expansion were: employment of 15 special education teachers; provision of instructional services to elementary level learning disabled, emotionally impaired, educable mentally impaired, and physically and otherwise health impaired students at the elementary level; and provision of inservice training. Among four primary activities of Project Find were: screening of potentially handicapped students between the ages of 0 and 25 and establishment of contact with parents/guardians offering them appropriate referrals. The two primary activities of the Pre-Primary program were employment of a certified teacher and provision of services addressing each child's individualized educational plan. Eighteen appendixes detail program statistics and characteristics. (DB)

ED 327 782 CG 023 086

Minnesota Health Statistics 1988.
Minnesota State Dept. of Health, St. Paul.
PUB DATE- Jul 90
NOTE- 188p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Abortions; Birth Rate; *Demography; Divorce; Health Needs; Incidence; Marital Status; Mortality Rate; Occupational Safety and Health; Physical Health; Poisons; *Population Distribution; Population Growth; *Population Trends; *Public Health; Special Health Problems; *Statewide Planning; Statistical Data
IDENTIFIERS- *Minnesota

This document comprises the 1988 annual statistical report of the Minnesota Center for Health Statistics. After introductory technical notes on changes in format, sources of data, and geographic allocation of vital events, an overview is provided of vital health statistics in all areas. Thereafter, separate sections of the report provide tables and charts presenting the following vital statistics for the State of Minnesota in 1988: (1) live births; (2) reported induced abortions; (3) fertility; (4) general mortality; (5) marriage; (6) divorce; (7) occupational illness and injury; (8) poison; and (9) population. Appended are definitions, data collection instruments, and a map of health districts and offices in Minnesota. (TE)

ED 327 926 EA 022 569

Selecting a Superintendent.

Idaho School Boards Association, Boise.
PUB DATE- 76
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Selection; *Board of Education Role; *Boards of Education; Elementary Secondary Education; *Search Committees (Personnel); *Superintendents

Selecting a superintendent is a complex and varied process. This is a comprehensive how-to guide intended to represent an overview of questions, problems, and actions a school board will have to consider and plan for in the search for a new superintendent. Early decisions include setting a schedule for the selection procedure, choosing a search coordinator, and establishing a budget. Thoughtful analysis of educational goals and problems is advised as these can be determinants of leadership needs. Initial and final interview objectives and techniques as well as community involvement and terms of contract are included. An appendix contains a sample vacancy announcement and contract; and credential, interview, and community visitation assessment forms. (EJS)

ED 327 661 CE 056 671

Feasley, Sue C., Ed.
Graphic Arts: The Press and Finishing Processes. Teacher Guide.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 91
NOTE- 416p.; For related documents, see CE 056 672-673.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Guides; *Equipment Maintenance; Finishing; Graphic Arts; Learning Activities; Paper (Material); Postsecondary Education; *Printing; *Production Techniques; Secondary Education; *Troubleshooting; Units of Study

This curriculum guide is the third in a three-volume series of instructional materials for competency-based graphic arts instruction. Each publication is designed to include the technical content and tasks necessary for a student to be employed in an entry-level graphic arts occupation. Introductory materials include an instructional/task analysis that correlates job training with related information for this course; a list of tools, equipment, and materials; and a list of 26 references. Each of the seven instructional units includes some or all of these basic components: performance objectives; suggested activities for teachers and students; information sheets; assignment sheets; job sheets; visual aids; tests; and answer keys. Units are planned for more than one lesson or class period. Unit topics include offset press systems; offset inks and dampening chemistry; offset press operating procedures; preventive maintenance and troubleshooting; job ticket and cost awareness; calculating paper cutting; and binding and finishing. (YLB)

ED 327 662 CE 056 672

ED 327 877   CS 212 647

Dickson, Tom

How Advisers View Changes in the High School Press in the Post-Hazelwood Era.

SPONS. AGENCY- Association for Education in Journalism and Mass Communication.; Southwest Missouri State Univ., Springfield.

PUB DATE- Dec 90

NOTE- 94p.; Paper presented at the Annual Meeting of the Secondary Education Division of the Association for Education in Journalism and Mass Communication (Tampa, FL, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Role; *Freedom of Speech; *High Schools; *Journalism; Media Research; Public Schools; *School Newspapers; School Surveys; *Student Rights

IDENTIFIERS- Advisor Role; *Hazelwood School District v Kuhlmeier

In Hazelwood v. Kuhlmeier, The United States Supreme Court ruled that school administrators "need not tolerate" student speech deemed inconsistent with a school's educational mission. To study the effects of the ruling, a 36-question survey was mailed to a random sample of just under 1,600 American public high school English/Journalism departments. Questions addressed the following issues: demographic information; each school's newspaper and its purpose and content; school policy about content; changes in content since the Hazelwood decision; the type of prepublication review carried out; censorship; and student-adviser conflict. There was no majority position on the purpose of the newspaper, but nearly two-thirds of respondents identified the paper as an open forum for student speech that was not libelous or obscene or did not advocate violence. Little change in school administrators' treatment of the papers as a result of the Hazelwood decision was reported. Over half of respondents indicated that advisers objected to student stories most often because they were seen as unfair or unbalanced. The findings suggest that the Hazelwood decision was not the disaster many people in journalism education feared, and that student press freedom can co-exist with the Supreme Court ruling. (Fifty tables are included; a sample questionnaire is attached.) (SG)

ED 327 958 EA 022 619

Reed, Patricia; Cejda, Brent
Collaboration between and among Schools, Institutions of Higher Education, and State Education Agencies: An Annotated Bibliography. Instructional Leadership and School Improvement Report Series.
North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- 87
NOTE- 24p.; For a related document, see EA 022 618.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) l
DESCRIPTORS- Annotated Bibliographies; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Instructional Leadership; *Organizational Communication; Preservice Teacher Education; Professional Development; *Teacher Improvement

The 45 items included in this annotated bibliography address issues related to both the general attributes of successful interorganizational collaboration and the organizational preconditions that may foster effective collaboration between schools, institutions of higher education, and state education agencies as they interact in the professional development of educational personnel. Published between 1970 and 1986, the documents annotated examine such areas as the functional relationship between universities and public schools, school-university collaboration related to the development of teacher education programs and inservice education programs, the political realities of staff development, and the role of interorganizational collaboration in school improvement. Other documents identify problems that hinder the development of collaborative efforts between schools, institutes of higher education, and state education agencies and the origins of those problems. The annotations stress the numerous principles present in the literature that are perceived as crucial to successful interorganizational collaboration and the attributes and preconditions described that set the stage for successful collaborative efforts. (CLA)

ED 327 976 EA 022 654

Good Practices: A Selection. Tasmanian Government Schools and Secondary Colleges 1984-87.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 88
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Curriculum Development; Elementary Secondary Education; Equal Education; Foreign Countries; Postsecondary Education; Program Descriptions; Program Implementation; School Community Relationship; *School Involvement; *School Organization; *School Restructuring; Student School Relationship
IDENTIFIERS- Australia (Tasmania); *Commonwealth Schools Commission (Australia)

In 1983 the Australian Commonwealth Government announced its new Participation and Equity Program (PEP). To allow schools to focus on new directions, substantial amounts of money were allocated to the states through the PEP so that they could develop programs that focus on nine major areas: (1) curriculum; (2) assessment, accreditation, and credentialling; (3) teacher/student/parent interaction; (4) teacher renewal and support; (5) school structure and organization; (6) post-link schools; (7) groups with special needs; (8) public support for education; and (9) education and the arts. This document describes some of the major concerns of PEP, examples of how individual schools have met these concerns, and 10 different programs implemented in individual Tasmanian schools. (EJS)

ED 328 024 EC 233 238

Thomas, M. Angele; Bunsen, Teresa D.

Special Projects: An Historical Analysis.

PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Conference of the Council for Exceptional Children (68th, Toronto, Ontario, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Educational History; Elementary Secondary Education; Federal Aid; *Federal Programs; Financial Support; *Inservice Education; Inservice Teacher Education; Postsecondary Education; Preschool Education; *Preservice Teacher Education; Professional Education; Special Programs; Trend Analysis
IDENTIFIERS- *Office of Special Education Programs

The Special Projects Competition is a separate federal government priority authorized to support an increased quantity and improved quality of personnel available to educate infants, toddlers, children, and youth with disabilities. Special project grants provide a means for the conceptualization of new approaches to preparation programs, the improvement of existing types of programs, and the opportunity to gain experience with prototypes. An historical analysis of 491 special projects funded from 1968-90 through the Division of Personnel Preparation in the United States Office of Special Education Programs was conducted to examine a variety of items such as year of award, applicant agency, project director, state, target population, content, and dollar amount. The percentage of inservice versus preservice is analyzed. The portion of training funds allocated to this priority is reviewed. The projects are analyzed against the backdrop of the movements in the profession at large, such as progressive inclusion, a holistic focus including the ecology of the child, the changing role of administration and personnel preparationprograms, and an infiltration of technology. (29 references) (Author/JDD)

ED 327 706　　　　CE 056 768

Engelbrecht, Nancy; And Others
Fractions and Conversion to Decimal. Fundamentals of Occupational Mathematics. Module 7.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 17p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arithmetic; *Calculators; Community Colleges; Decimal Fractions; *Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; Measurement; Number Concepts; Pacing; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Related Mathematics

This module is the seventh in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include fractions, fraction to decimal conversion, reducing and raising fractions, measurement, mixed numbers, and improper fractions. (YLB)

ED 327 751 CG 023 055

Kraus, Stephen J.

Attitudes and the Prediction of Behavior: A Meta-analysis.

PUB DATE- Aug 90
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Attitudes; Behavior; *Behavior Patterns; *Behavior Rating Scales; Experiential Learning; Meta Analysis; *Psychological Patterns; Student Behavior

The relationship between attitudes and behavior has been a topic of considerable debate. Accordingly, this paper reports a meta-analysis of 83 attitude-behavior studies. The analysis suggests that attitudes significantly predict future behavior (combined $p \ll .000000000001$); the average attitude-behavior correlation (ABC) is $r = .38$. Methodologically, ABCs are higher for studies using: (1) self-report measures of behavior; (2) primarily non-students as subjects; or (3) attitude and behavior measures of corresponding levels of specificity. Substantively, ABCs tend to be higher when the attitude is formed by direct experience, the attitude is held with certainty, the subject is a low self-monitor, or the situation increases self-focused attention. The limitations and future directions of attitude-behavior research are discussed. (Author/TE)

ED 327 799 CG 023 103

Brandon, Thomas H.; Baker, Timothy B.

Smoking Outcome Expectancies among College Students.

PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Society of Behavioral Medicine Scientific Sessions (11th, Chicago, IL, April 18-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Expectation; Higher Education; Sex Differences; *Smoking; *Student Attitudes; *Student Behavior; *Test Construction
IDENTIFIERS- *Smoking Consequences Questionnaire

Alcohol expectancies have been found to predict later onset of drinking among adolescents. This study examined whether the relationship between level of alcohol use and expectancies is paralleled with cigarette smoking, and attempted to identify the content of smoking expectancies. An instrument to measure the subjective expected utility of smoking was developed by administering an 80-item questionnaire to 382 undergraduate smokers and exsmokers. A principal components analysis yielded four interpretable factors: negative consequences, positive reinforcement, negative reinforcement, and appetite/weight control. Fifty items with high loadings on these factors were retained to create the four scales of the Smoking Consequences Questionnaire. Coefficient alpha reliabilities, calculated from a separate subject sample, averaged .94. As predicted, the scales were able to differentiate between daily smokers and less frequent smokers. Heavier smokers had more positive expectancies about the effects of smoking, and less negative expectancies. Females had more positive expectancies than males on the appetite/weight control scale. Female exsmokers reported much more positive expectancies than male exsmokers on the negative reinforcement scale, suggesting a possible risk factor for females who quit smoking. (Author/NB)

ED 327 845   CS 010 411

Bravi, Gerald; And Others
Reading/Writing Immersion: A Decision Making Literacy Development Project. Final Report: Year 1.
Manitoba Univ., Winnipeg. Faculty of Education.
PUB DATE- 1 Jun 90
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Early Intervention; Foreign Countries; *Formative Evaluation; Grade 1; *High Risk Students; Primary Education; Program Effectiveness; *Program Evaluation; *Reading Writing Relationship
IDENTIFIERS- Manitoba; Teacher Surveys

This report presents the results of a process evaluation conducted after the first year of a 2-year literacy development project designed to assist grade 1 teachers at 4 Manitoba schools in becoming more effective in working with "at-risk" students to meet reading and writing performance expectancies. The report includes results from four resource teacher surveys, two administrator/principal interviews, and two facilitator/university professor interviews investigating project-related concerns (e.g., expectations, usefulness, involvement, support, meetings, materials, goals, training component, and suggestions). The report also includes complete ethnographic field notes (arranged according to beginning, middle and observation stages) as well as questionnaire/interview instruments with complete statistical data. (KEH)

Haun, Martha Womack

Communication Competency through Faculty Development.

PUB DATE- Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Table 1 may not reproduce legibly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Classroom Communication; *Communication Skills; Elementary Secondary Education; *Faculty Development; Higher Education; Interpersonal Competence; Questioning Techniques; *Teacher Behavior; Teacher Improvement; Teaching Styles

Research on the communicative competency of faculty indicates that students can be motivated to learn by competent communicators. In general, communication experts have better competency skills, (i.e., they use more effective verbal and nonverbal immediacy behaviors) than do faculty as a whole. An area much in need of development for most faculty members is skill in asking questions. Teachers skilled in questioning techniques can move students back and forth through Bloom's Taxonomy of Cognitive Objectives. Too many faculty read from their notes, heads down, eyes focused on papers, with general disregard for the audience. Communication and power are integrally related and directly affect the classroom climate and subsequently the cognitive learning experience. (A table representing a taxonomy of behavior alteration techniques and behavior alteration messages is included.) (RS)

Gaventa, William C.
Cooperative Approaches to Respite Planning and Development.
PUB DATE- May 90
NOTE- 13p.; Paper presented at the Annual Conference of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Community Services; *Delivery Systems; *Disabilities; Family Involvement; Family Programs; Needs Assessment; Program Development; *Respite Care; *State Programs; State Surveys
IDENTIFIERS- *Georgia

This paper reports on several projects conducted in Georgia over the past 2 years that move the development of respite care services toward the goal of becoming a "cooperative, collaborative, and coordinated" effort. An overview of respite care in Georgia is provided as well as a summary of strategies used to provide such care. Emerging principles, directions, issues, and guidelines are identified, and the present provision of services primarily by area-based developmental services programs is noted. The networking and cooperative strategies that have occurred at three levels (county, metropolitan, and statewide) are summarized, and 10 guiding principles are described. They include respite care as a community wide need, the involvement of families and caregivers in the planning and delivery of services, the development of community ownership of respite needs services, and respite care as providing benefits for everyone involved. A few pointers for others are offered; they include the impossibility of forcing networking, the importance of family involvement for maintaining common ground, and the value of starting small. Also included is a summary of results of a 1988 survey of 30 Georgia program offices; insufficient funds was the most frequently cited problem and the provision of services to clients with severe medical problems was cited as the most difficult need to meet. (DB)

ED 327 677 CE 056 712

O'Connor, Patrick J.
The Status of Marketing in Secondary Vocational Education.
PUB DATE- 22 Aug 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Access to Education; *Institutional Advancement; *Marketing; *Public Relations; School Holding Power; Secondary Education; *Student Recruitment; Teacher Role; Vocational Directors; *Vocational Education; Vocational Education Teachers

Vocational educators must integrate marketing into school operation in a way that will enable them to better plan and deliver professional services that address the needs of students, employers, and society. Educators should be aware that marketing in educational settings is different from marketing in profit-making and service organizations, and moreover, that there are considerations unique to the marketing of vocational education. Educational leaders must also realize that internal marketing is equally or perhaps more important than external marketing. Internal marketing relates to the educational programs and services the school offers its consumers, and since the programs, and the faculty and support staff who deliver them are the actual services being marketed, all three must be professional and of high quality if external marketing efforts are to succeed. At present, however, the vast majority of research and literature on marketing in secondary vocational education is related to influencing external groups. Four conclusions about the role of marketing in secondary vocational education can serve as recommendations for future marketing implementation by secondary vocational education leaders: (1) secondary vocational education has a generally positive impact; (2) additional structure in marketing activities is needed; (3) vocational educators should view themselves as more a part of the mainstream reforms occurring in education; and (4) a more comprehensive focus that emphasizes the internal dimension as well as promotion, is needed. (19 references) (YLB)

ED 327 691   CE 056 736

Project CREATE Final Report. Cooperative Resources To Enhance Access to Technology Education.
Hampden County Employment and Training Consortium, Springfield, MA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 23 Jan 91
NOTE- 270p.; Parts of the document will not reproduce well due to broken type. For related research reports, see CE 056 802-803. A Machine Action Project (MAP).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Auto Mechanics; Computer Assisted Manufacturing; Conference Proceedings; Conferences; *Coordination; Curriculum Development; Demonstration Programs; *Educational Cooperation; Electricity; Electronics; Graphic Arts; *Job Training; Machine Repairers; Machine Tools; Machinists; Material Development; Metal Working; *Numerical Control; Pretests Posttests; Printing; Program Evaluation; Spanish; *Technology; Vocational Education
IDENTIFIERS- Massachusetts (Hampden County); Partnerships in Education

These materials have been developed by Project CREATE (Cooperative Resources to Enhance Access to Jobs through Technical Education), a demonstration program designed to develop a network, specific activities, and resources that would provide education and support services to a wide audience. A 13-page final report describes the hands-on training in metalworking, automotive repair, printing and graphics, and computerized numerical control (CNC); resource, curriculum, and staff development; skills assessment survey; and conference activities. These training materials were provided in the document: training course outlines for automotive, machining, and printing/graphic arts; evaluation forms and data tables; and automotive pretests, posttests, chapter tests, and answer keys in English and Spanish. These resources follow: Coordinated Training Agreements in metalworking and printing; skills survey for printing, automotive, and machining trades in English/Spanish; and copies of the newsletter, ACCESS. The next section contains the report of the conference, "Opening Doors in the Nineties: Workers, Skills, and Diversity," which brought together over 125 representatives from education, employment and training, government, community-based organizations, labor, and industry. Included in the document is an independent evaluation that sees the value of the project as a model for a community-based institution that coordinates and provides leadership in the area of vocational training. A curriculum for CNC repair is also provided. (YLB)

ED 327 723 CE 056 812

Cropley, Russell, Ed.; Doherty, Susan Sloan, Ed.
Vocational Education Safety Instruction Manual.
Alaska State Dept. of Education, Juneau. Div. of Adult and
Vocational Education.
PUB DATE- 90
NOTE- 241p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Auto Mechanics; Building Trades; Business Education Facilities; Electronics; Graphic Arts; High Schools; Home Economics; Instructional Materials; Laboratory Equipment; Laboratory Safety; Metal Working; *Occupational Safety and Health; Power Technology; *Program Implementation; *Safety Education; *Safety Equipment; School Safety; Technological Advancement; Trade and Industrial Education; *Vocational Education; Woodworking

This manual describes four program areas in vocational education safety instruction: (1) introduction to a safety program; (2) resources to ensure laboratory safety; (3) safety program implementation; and (4) safety rules and safety tests. The safety rules and tests included in section four are for the most common tools and machines used in vocational education programs. The nine categories of tools and machines are: (1) metal working; (2) woodworking; (3) automotive and power mechanics; (4) electronics and construction electricity; (5) home economics safety; (6) business safety; (7) outdoor safety; (8) graphics communications; and (9) technology. Each section contains specific safety instructions for operating certain equipment and is followed by safety test questions. Illustrations are included throughout the text. Ten appendices include copies of a letter to parents, lab safety pledge, blank test answer sheet, machine use evaluation records, accident report form, lab inspection procedures and checklists, inspection report forms, safety test answers, and 19 references. (NLA)

Robertson-Smith, Mary
Articulation Models for Vocational Education. Information Series No. 343.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Education; Coordination; Credits; *Intercollegiate Cooperation; Postsecondary Education; *School Business Relationship; Secondary Education; Technical Education; *Transfer Policy; Two Year Colleges; *Vocational Education

Articulation, the coordination of curricula at different levels of education in order to improve efficiency and effectiveness, has become increasingly important in secondary and postsecondary vocational-technical education. Among the types of articulation being practiced are time-shortened models, advanced skills models, and tech-prep models. Program articulation can be between individual secondary and postsecondary institutions, among groups of schools in a consortium, between two-year and four-year colleges, or between educational institutions and nonschool agencies that have training needs. Administrative policies and procedures regarding admissions, advanced placement credit, assessment, and transfer also need to be articulated. Five types of school-to-school articulation models currently exist: (1) tech-prep programs, in which the last 2 years of secondary vocational training are articulated with the first 2 years of postsecondary education; (2) cooperative education; (3) proprietary schools; (4) retention of at-risk students; and (5) college-to-college articulation. Three forms of nonschool partnerships are business and industry arrangements with educational institutions for training for their workers; government agencies providing career development for public employees through colleges; and the awarding of credit for military training. Factors that inhibit successful articulation are institutional policies and procedures, negative attitudes and resistance, and poor communication. Successful arrangements can be achieved through local and state leadership, involvement of key personnel, consensus on goals and purpose, formal written agreements, and positive human relations. (56 references) (SK)

ED 327 783 CG 023 087

Van Riper, B. W.

A Career Development Module for Standardized Group Testing. Career Guidance Project, 1988-1989.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *Career Counseling; *Career Development; Career Exploration; Career Planning; *Counselor Training; Goal Orientation; *Norm Referenced Tests; Postsecondary Education; Self Evaluation (Individuals); Standardized Tests; *Test Use; Vocational Interests

This module was developed to introduce users of norm-referenced tests (NRT) to procedures for conducting a survey of personal resources and a review of career goals and objectives, and to provide incentives and opportunities for test takers to find a personal meaning and value in the use of test results and assessment. The activities within the module are predicated on the use of NRTs to facilitate choice and change rather than evaluating growth and development. Trainees are thus taught to help clients construct a Resources Hierarchy that can be applied to personal planning and choosing in career development. The module consists of three activities providing trainees opportunities to practice conducting a review of personal resources, introducing environmental resources, and establishing career goals and objectives. The first activity, "Strengths and Weaknesses," encourages trainees in standardized group testing to examine the nature and extent of their own personal resources. The second activity, "Resources Hierarchy," helps to give aim to potentiality discovered through test interpretation and assessment procedures. The third activity, "Change Strategy," provides test users in training with opportunities to help future clients to set goals for themselves by examining the design and implementation of short-term and long-term goals. References are included with each activity. (TE)

Levine, Daniel U.; Sherk, John K.

Effective Implementation of a Comprehension-Improvement Approach in Secondary Schools.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
PUB DATE- May 90
NOTE- 168p.; For a summary of this report, see CS 010 386. Frequent faint, blurred, smudged type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; *Reading Improvement; *Reading Programs; Reading Tests; Secondary Education; Student Improvement; Teacher Effectiveness; *Urban Education
IDENTIFIERS- *Degrees of Reading Power; Kansas City Public Schools MO; New York City Board of Education; Orange County Public Schools FL

This report describes in depth the implementation and impact of instructional strategies to improve students' comprehension skills at three diverse urban secondary schools. While activities and characteristics varied, educators at all three locations were implementing local variations of a school-improvement approach based on the use of the Degrees of Reading Power (DRP) approach intended to help teachers acquire and use comprehension-improvement strategies in the classroom. Following an introduction, the first chapter describes the program at the ninth-grade School-within-a-School (SWAS) program for low-achieving students in Kansas City, Missouri, high schools. The second chapter discusses the Elizabeth Barrett Browning Intermediate School 115 in the Bronx, New York (grades 6-8), while the third chapter deals with Apopka High School (grades 9-12) in the Orange County Public Schools in the Orlando, Florida, metropolitan area. The final chapter contains discussion and conclusions. The report notes that at all three schools, gains appear to have been made with respect to students' reading comprehension performance on the DRP test; and that emphasis in improvement efforts included substantial staff development, activities to motivate students, and utilization with local variations of an approach the College board developed to help teachers acquire and implement instructional strategies for enhancing students' comprehension. Three figures and 26 tables of data are included. A glossary of strategies and a list of 60 references and related materials are appended. (SR)

ED 327 862 CS 212 631

Townsend, Patricia
Developing Writing Skills in a Speech Writing Course.

PUB DATE- 4 Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Higher Education; *Persuasive Discourse; *Public Relations; Public Speaking; Rhetorical Criticism; *Rhetorical Invention; *Writing Skills
IDENTIFIERS- Discourse Aims; *Speech Writing

Speech writing can be an excellent vehicle for helping students develop writing skills. The course described in this paper blends rhetorical principles and practices from public speaking, speech composition, persuasion and public relations with "real world applications." Students work on developing purposeful communication, a consistent and appropriate voice, and a workable system of topic analysis. Writing for clarity is emphasized, through work on grammar and punctuation, logic, organization, and some of the rhetorical devices for promoting clarity and retention. Style is always the most difficult professional canon to teach in performance classes. Emotional impact can be heightened by means of discussion of word choice and by checking for mistakes of commission and omission. The speech writing teacher can promote applied rhetorical criticism by making students editors and critics of each other's work. As effective public discourse is a constant in an inconstant world, the speech writing course can help develop better creators and consumers of public discourse. (Fourteen references are attached.) (SG)

ED 327 893 CS 507 372

Weiss, Robert O.

The Faculty Development Component of Speaking across the Curriculum.

PUB DATE- 3 Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Faculty Development; Higher Education; Instructional Improvement; *Speech Communication; *Speech Curriculum; Student Evaluation; *Teacher Improvement; *Teacher Student Relationship; Workshops
IDENTIFIERS- *Speaking across the Curriculum

Speaking across the curriculum (SAC) programs let students in on the educational act and thus require faculty members to attend to their own development as participants in communication interactions. When faculty development efforts are directed toward improved classroom teaching, they become important for SAC. As SAC programs have developed at various institutions, the faculty development component is almost always instituted, and participants welcome it as necessary and useful preparation. The workshop is an instrumentality of faculty development that almost universally accompanies SAC programs. Workshops address such topics as assignment options, student reports, assessment, and listening. Later, periodic follow-up meetings may be held, at which teachers may share new discoveries and approaches to instruction. Both the workshops and the meetings tend to promote collegiality within the faculty, and to give rise to interdisciplinary possibilities. Because of the speech communication faculty's knowledge of assignment options, communication behaviors, and the like, its members are especially qualified to work with colleagues on these topics. Furthermore, the speech faculty can help move the vision of classroom performance beyond presentational skills to the heart of the speech teacher's expertise, namely, communication interaction; they can also serve as resource persons for both teachers and students. (SG)

ED 327 927 EA 022 572

Dorman, Arthur, Ed.; Fulford, Nancy, Ed.

Incentives Closeup: Profiles of Twenty-One Teacher Incentive Programs. Attracting Excellence: Call for Teacher Incentives Series.

North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 89

NOTE- 245p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Elementary Secondary Education; *Incentives; Program Development; School Districts; Teacher Characteristics; *Teacher Motivation; Teacher Persistence; Teacher Welfare

IDENTIFIERS- *North Central Regional Educational Laboratory

Twenty-one local education agency teacher incentive programs from seven north central states--Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin--are described in this report. Methodology involved mail surveys of certified staff (which yielded an overall response rate of 78 percent), telephone interviews with program leaders and participants, and analysis of program documentation. Part 1 describes the conceptual framework and methodological design, and part 2 summarizes the 21 case studies and state policy contexts. Detailed descriptions of the individual programs are provided in part 3, followed by a synthesis of information on planning, development, implementation, and coordination among local, state, and regional agencies in part 4. Part 5 develops a framework for the analysis of incentive plans and organizes findings into personal and organizational factors. A conclusion is that teacher incentive plans are an integral part of the school improvement process. Appendices contain respondent characteristics and the survey questionnaire. (LMI)

ED 327 943 EA 022 600

Scott, Christy; And Others

An Experience Sampling Approach to the Study of Principal Instructional Leadership II: A Comparison of Activities and Beliefs as Bases for Understanding Effective School Leadership. Project Report.

Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; MetriTech Inc., MI.; National Center for School Leadership, Urbana, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 38p.; For a related document, see EA 022 227.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Administrator Qualifications; Behavioral Science Research; Elementary Secondary Education; Leadership Responsibility; *Leadership Styles; *Principals; School Effectiveness

IDENTIFIERS- Illinois (Chicago Metropolitan Area)

Studies of principals' leadership behavior have been limited to purely descriptive content with no insight into the meanings they ascribe to their actions. The inclusion of individual interpretation is crucial to understanding the link between actions and their intended impact on a situation. The methodology used in this study assesses principals' own interpretation of their behavior at the time of an action. An "Instructional Leadership Inventory" consisting of 48 items designed to measure the "Five Dimensions of Instructional Leadership" (defines mission, manages curriculum, supervises teaching, monitors student progress, and promotes instructional climate) was given to each of the 81 principals representing schools from the Chicago metropolitan area studied along with a beeper. Five times each day during a regular work week, principals were signaled at random to fill out a behavioral assessment form. Results of the survey relate the dimensions of instructional leadership to behavioral reports made by the principals. The most dramatic finding is the absence of consistent differences in the types of activities that effective vs. less effective principals engage in. Distinctions lie in specific meanings leaders ascribe to what they did. A comprehensive listing of explanations and results is included. (EJS)

ED 328 038 EC 300 001

Ross-Thomson, Betty
A Guide to Curriculum Planning in Arts for EEN Exceptional Educational Needs Students. Bulletin No. 0410.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 90
NOTE- 212p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Art Education; Communications; Curriculum Development; Daily Living Skills; *Disabilities; Drama; Elementary Secondary Education; Language Arts; Lesson Plans; Music Education; *Special Needs Students; State Standards; Teaching Methods; Theater Arts; Visual Arts
IDENTIFIERS- Wisconsin

The guide is intended to help local Wisconsin school districts develop comprehensive K-12 programs in the arts for students with exceptional educational needs (EEN). Section 1, the introduction, introduces the rationale and goals for the guide. Section 2 discusses general curriculum planning, the developmental levels of students, and the process of instructional program development. Section 3 defines and describes specific handicapping conditions and lists helpful teaching techniques for particular handicaps. Section 4 explains the procedures used to identify EEN students and outlines the role of parents/guardians, administrators, and art educators in planning an appropriate educational program. Described in Section 5 are the various programs or settings established by federal and state law to provide educational services. Section 6 emphasizes the importance of teaching not only the arts but life skills through the arts. Section 7, the longest, presents ideas, teaching activities, and lesson plans for six art forms: visual arts; media arts; music; drama and theater; movement and dance; and language arts. Section 8 focuses on assessment and evaluation of student progress. Section 9, the appendix, lists informational sources, professional organizations, and 135 references. It also summarizes relevant state standards, lists teacher preparation programs, and provides a glossary. (DB)

ED 328 054 EC 300 019

Greenwood, Charles R.; Arreaga-Mayer, Carmen
Preparation for Leadership Personnel: Post-Doctoral Program in Research with Minority Handicapped Children at the Juniper Gardens Children's Project. Final Report.
Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 90
NOTE- 26p.; For related documents, see ED 288 296-297.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Research; Elementary Secondary Education; Higher Education; *Leadership; *Minority Group Children; Postdoctoral Education; Program Development; Program Effectiveness; Program Evaluation; Researchers
IDENTIFIERS- *Juniper Gardens Childrens Project

This final report describes a federally funded project which provided post-doctoral training in research with minority, handicapped children at the Juniper Gardens Children's Project, University of Kansas. Covered in the report are the project's objectives, philosophy and assumptions, results, training activities, activities completed, program evaluation procedures, and an analysis of project impact. A case description of a particularly prolific post-doctoral trainee is also presented. Evaluation data indicate that, individually and as a group, project trainees were participating heavily in research-oriented activities. All 18 trainees were engaged in work directly related to teacher training and service delivery to minority group handicapped children and their families. Trainees also showed excellent productivity in terms of publications, grants funded, and other indicators of research leadership. (22 references) (JDD)

ED 328 070 FL 019 034

Carr, Richard; And Others
Conference Groups in the Writing Center: Shared Resources.
PUB DATE- Nov 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Course Descriptions; Curriculum Development; *English (Second Language); *Film Study; *Freshman Composition; Higher Education; Program Descriptions; Small Group Instruction; *Tutorial Programs; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *University of Minnesota

One of the University of Minnesota's two writing tutorial programs, Composition 1013, constitutes the second quarter of freshman composition and is designed as an option for students with specialized writing needs, such as students of English as a Second Language (ESL). The course is perceived by students as remedial, and instructors do not feel the approach is successful. Student and teacher roles are ill-defined, students do not have adequate writing models, and the one-to-one structure can create over-dependence on the instructor. Changes were undertaken to make the course more dynamic, to give students confidence, and to take pressure off students and instructors. The resulting alternative course design includes weekly conference group meetings made up of three students and weekly individual student-instructor sessions. A class for ESL students only was piloted first. Unit topics included ideal careers, career-related communication needs, and narratives based on students' home cultures. The course improved student confidence, productivity, and skills. However, class homogeneity made peer modeling difficult. A similar class for native speakers focused on writing about movies, including expression of personal reactions to films, critical reading and analysis, and research and analysis. The new format has been found generally successful, and the course is being re-offered with some modifications. (MSE)

ED 327 646   CE 056 649

Duenk, Lester G.
The Role of the University in Trade and Industrial Education Credentialing.
PUB DATE- Dec 90
NOTE- 19p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Colleges; Degrees (Academic); *Educational Background; Higher Education; Majors (Students); *Teacher Certification; *Teacher Characteristics; *Teacher Education; *Trade and Industrial Education; Trade and Industrial Teachers; Universities

A descriptive study gathered information on the collegiate backgrounds of degreed trade and industrial (T&I) education teachers. Questionnaires were sent to all department chairpersons listed in "Industrial Teacher Education Directory," except to those who offered only industrial arts, industrial arts education, or technology education degrees. Of 230 questionnaires mailed, 185 (80 percent) were returned. Respondents indicated all industrial education degree titles offered at their institutions. Of the 110 institutions that offered degree T&I teacher certification, 35 indicated that they offered degrees in T&I education, trade(s) and industry, and vocational industrial education. The other institutions qualified T&I teachers under 21 different degree designations. Respondents indicated 24 different degree designations for graduates eligible for secondary T&I teaching certificates. The survey showed the following numbers of T&I qualified teaching graduates in 1990: baccalaureate--751; masters--450; specialist--48; and doctorate--81. Respondents reported that 4,510 teachers took courses for T&I certification. They also reported 2,292 teaching graduates and 8,732 nonteaching graduates, a ratio of 3.81 to 1. The recommendation was made that universities with industrial technology or industrial management programs should consider organizing an education program which includes a T&I option. (Three tables are appended.) (YLB)

ED 327 707 CE 056 769

Engelbrecht, Nancy; And Others
Ratios, Rates, and Proportions. Fundamentals of Occupational Mathematics. Module 8.
Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 22p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arithmetic; Community Colleges; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; Number Concepts; Numbers; Pacing; *Ratios (Mathematics); Two Year Colleges; Vocational Education; *Word Problems (Mathematics)
IDENTIFIERS- *Job Related Mathematics; *Rate (Mathematics)

This module is the eighth in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include comparison of numbers, pure numbers, denominate numbers, ratios, rates, proportions, and word problems. (YLB)

ED 327 767 CG 023 071

Gonsiorek, John C.

Psychological and Ethical Implications of Causal Theories of Sexual Orientation.

PUB DATE- Aug 90

NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; *Homosexuality; Lesbianism; *Sex Role; *Sexuality

IDENTIFIERS- *Sexual Orientation

This paper discusses the importance and dangers of causal theories of sexual orientation, noting that, in recent years, the illness model of homosexuality has been thoroughly discredited and replaced with a variety of gay and lesbian affirmative constructs which explore the effects of a disparaging and hostile society on the development and psychological functioning of gay and lesbian individuals. It is suggested that, despite its legitimate therapeutic and sociopolitical drawbacks, the illness model of homosexuality included elements of causality and a sense of context that is lacking from newer theories. It is argued that, even though both biological and learning theories of the cause of homosexuality have failed in finding empirical support, biological, and especially interactional, models nonetheless have a legitimate place in scientific inquiry. The dangers attendant upon theories of causality of sexual orientation are described as lying in the liability of such theories for abuse by the medical and psychiatric profession for the sake of economic gain. The paper concludes that gay and lesbian affirmative practitioners should pursue theories about the nature and causes of sexual orientation, because of the theoretical vacuum left by the decline of the illness model and because of potential clinical utility. (TE)

ED 327 815 CS 010 370

Robinson, Susan Smith

Developmental Spelling and Other Language Predictors of Reading Achievement.

SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

PUB DATE- Nov 90

NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Invented Spelling; Kindergarten; Longitudinal Studies; *Predictive Measurement; Predictive Validity; Primary Education; *Reading Achievement; Reading Research

IDENTIFIERS- *Iowa Tests of Basic Skills

A longitudinal study determined if children's invented spelling served as a viable predictor of reading achievement and compared the predictive value of assessing children's invented spelling relative to other notable predictors, such as letter names, letter sounds, a concept of a word, and phonemic awareness. Subjects, 52 kindergarten children attending an elementary school representing an upper-middle to upper-class socioeconomic stratum, were given a battery of four beginning reading tasks and a measure of spelling ability twice in the kindergarten year. Two years later, the 38 remaining subjects were given the reading comprehension subtest of the Iowa Test of Basic Skills. Results indicated that letter names and letter sounds continue to be impressive predictors of subsequent reading achievement; assessment of early spelling ability was also a viable predictor even after 16 months. Findings suggest that the critical issue in assessing invented spelling appears to be in waiting until children are capable of producing written language that reflects phonetic processing. (Two tables of data are included; 17 references are attached.) (RS)

ED 327 878 CS 212 652

Bloom, Diane S.
Developing Literacy: Grades 4-6 and Beyond.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Oct 90
NOTE- 103p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Instructional Improvement; Instructional Materials; Intermediate Grades; Secondary Education; Writing Improvement; *Writing Instruction; *Writing Strategies; *Writing Tests
IDENTIFIERS- Benchmark Testing; Childrens Writing; New Jersey; *Writing Development

This resource manual was developed for educators responsible for teaching grades 4, 5, 6, and beyond, concentrating on student literacy as it relates to written language. The manual focuses on helping educators apply a specific instructional strategy that is related to student needs identified in the "Writing Skill Arrays" and skills assessed by the writing components, multiple-choice and essay of the High School Proficiency Test (HSPT). The manual is intended to enable educators to identify resources to implement solutions that address student and staff development needs in the areas identified on the HSPT. Topics in Section 1, "Developing Literacy," include: Defining Literacy; Sources of Literacy; Background; Literacy: An Active Process for Instruction; Cognitive Objectives and the Writing Task; Writing as a Higher Order Thinking Skill; Educational Implication of the Relationship; and Three Phases of Language Learning. Topics in section 2, "Instructional Strategies Related to the Skill Array and Multiple-Choice Section of the HSPT," include: General Teaching Guidelines; Cluster I: Sentence Structure/Construction; Cluster II: Organization of Ideas; and Cluster III: Editing. Section 3, "Instructional Strategies Related to the Skill Array and the Essay Section of the HSPT Writing Test," contains sections on: General Teaching Guidelines; Organization/Content; Sentence Structure/Construction; Revising; and Editing. Appendixes make up about half the document and include: "Skill Array: Benchmark Skills"; a report on writing skills assessment on the ninth grade HSPT; two papers on Teaching--Learning--Assessing and Dictation: An Instructional Strategy for Editing; some examples of basic text structures; a set of pointers called A Writer's Reflection on the Writing Process and a glossary of terms. (MG)

Washington, Wenifort
Beyond Computer Planning: Managing Educational Computer Innovations.

PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicgao, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software Evaluation; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Instructional Development; Instructional Improvement; Public Education; Technological Literacy
IDENTIFIERS- Ohio

The vast underutilization of technology in educational environments suggests the need for more research to develop models to successfully adopt and diffuse computer systems in schools. Of 980 surveys mailed to various Ohio public schools, 529 were completed and returned to help determine current attitudes and perceptions of teachers and administrators toward technology practices in planning (adoption), implementation (diffusion), and evaluation (outcome). The surveys rated the importance of computer orientation, research, communications, community involvement, support, training, followup training, evaluations, outcome, and use. Results illustrate the importance of utilizing technology to improve instruction and administrative productivity, but suggest the fate of technology in schools will depend on its efficiency and effectiveness as perceived by teachers and administrators. Detailed descriptions of methodology, results, and summaries of models commonly applied to educational change are included. (EJS)

Feasley, Sue C., Ed.
Graphic Arts: Orientation, Composition, and Paste-Up. Teacher Guide.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 90
NOTE- 318p.; For related documents, see CE 056 671-673.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Guides; *Graphic Arts; *Layout (Publications); Learning Activities; *Paper (Material); Photocomposition; Postsecondary Education; *Printing; Safety; Secondary Education; Units of Study

This curriculum guide is the first in a three-volume series of instructional materials for competency-based graphic arts instruction. Each publication is designed to include the technical content and tasks necessary for a student to be employed in an entry-level graphic arts occupation. Introductory materials include an instructional/task analysis that correlates job training with related information for this course; a list of tools, equipment, and materials; and a list of 18 references. Each of the 10 instructional units includes some or all of these basic components: performance objectives; suggested activities for teachers and students; information sheets; assignment sheets; job sheets; visual aids; tests; and answer keys. Units are planned for more than one lesson or class period. Unit topics include orientation; shop safety; shop organization; printing processes; paper; typography; typesetting; design principles; paste-up principles; and proof procedures and legal considerations. (YLB)

ED 327 663 CE 056 673

ED 327 752   CG 023 056

Parenthood Education Curriculum 1990.

Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.

PUB DATE- 90

NOTE- 588p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adolescents; Caregivers; Child Rearing; Curriculum Design; *Family Life Education; *Home Economics Education; Home Management; Individual Development; Interpersonal Competence; Parent Child Relationship; *Parenthood Education; Preadolescents; Secondary Education; Self Concept; State Curriculum Guides

IDENTIFIERS- *Oregon

Oregon's Parenthood Curriculum has been designed for use within the state's middle/junior high school home economics classrooms; its overall goal is to enable future parents to nurture their children, based on a practical reasoning process that helps students examine the underlying causes of practical problems and the implications of solutions for themselves, their family and society in general. The practical reasoning process begins by identifying a common problem or question and then considering four areas in which to examine the problem: awareness of context, desired results, alternative approaches, and consequences of action. After an introductory rationale, user's guide, and curriculum model, the curriculum is divided into four units for middle school/junior high and five units for high school. Middle school units focus on the following self-development and caregiving concerns: developing self-awareness and self-acceptance; developing interpersonal relationships; exploring interaction of work and family; and promoting and developing caregiving skills. High school units focus on the following parenting concerns: (1) exploring the realities of being a parent; (2) developing a sense of self in parents and children; (3) promoting healthy parent-child relationships; (4) managing the interaction of work and family; and (5) creating supportive communities for parents and children. (TE)

ED 327 784 CG 023 088

Morrow-Kleindl, Natalie

A Self-Esteem Group for High School Dropouts: A Facilitator's Manual.

PUB DATE- Oct 90
NOTE- 103p.; M.S. Thesis, Moorhead State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Dropout Programs; *Dropouts; Group Activities; *Group Counseling; Group Guidance; High Schools; Program Guides; Self Actualization; Self Concept; Self Efficacy; *Self Esteem; *Self Evaluation (Individuals); Self Motivation

Dropping out of school may be laden with devastating personal and societal consequences. Actual and potential high school dropouts often face many problems in their lives, other than academic dissatisfaction. Low self-esteem may frequently be the source and result of these difficulties. This project, therefore, was intended to develop a manual for conducting a self-esteem group for a target audience of high school dropouts. The focus of this educational effort was to help high school dropouts to develop the skills necessary to become more effective in their lives and thus raise their self-esteem. Eight group activities, with instructions for conducting them, are provided: (1) introduction to the self-esteem group; (2) listening, sharing, and self-awareness; (3) self-concept and self-esteem; (4) goal setting; (5) feelings; (6) problem solving; (7) self-statements; and (8) conclusion of the self-esteem group. A discussion of the project follows, and references are included. (Author/TE)

ED 327 800 CG 023 104

Andrews, Judy A.; Lewinsohn, Peter M.

The Prevalence, Lethality and Intent of Suicide Attempts among Adolescents.

PUB DATE- Aug 90

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *At Risk Persons; Behavior Disorders; *Death; *Depression (Psychology); Fatherless Family; High Schools; High School Students; *Self Destructive Behavior; Sex Differences; Substance Abuse; *Suicide

IDENTIFIERS- *Suicide Attempts

Although suicide is the second leading cause of death among adolescents in the United States, little is known about the prevalence or characteristics of suicide attempts among adolescents. Data from 1,710 adolescents attending 9 high schools in 5 communities were examined to determine the prevalence of suicide attempts and the lethality and intent of these attempts. Each adolescent was interviewed with a form of the Schedule for Affective Disorders and Schizophrenia for School-Age Children which combined the Epidemiologic version (K-SADS-E) and the Present Episode version (K-SADS-P). Approximately 6.8% of the adolescents had attempted suicide in their lifetime. A significantly greater proportion of girls (9.8%) as compared to boys (3.5%) had attempted suicide. For both males and females, there was a significantly higher rate of attempts among adolescents with a diagnosis of major depression, substance use disorder, or disruptive behavior disorder than among adolescents without such diagnoses. Of these attempts, 14% were rated as potentially lethal and 43% were considered intentional. An examination of the relationship between lifetime attempts and lifetime psychiatric disorders revealed that a large proportion of adolescents who attempted suicide had a history of a psychiatric disorder. The results also indicated that being female and being from a home with no male head of household were risk factors for a suicide attempt. (NB)

ED 327 846   CS 212 385

Jones, Barbara; And Others

Writing: Parents and Children at Work.

PUB DATE- May 90
NOTE- 93p.; Project supported by an ART Grant from William Paterson College. Some words may not be completely legible because of broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Grade 2; Grade 4; *Parent Attitudes; Parent Education; *Parent Participation; Parent Student Relationship; Surveys; *Writing Attitudes; *Writing Instruction; *Writing Processes; Writing Research; *Writing Workshops
IDENTIFIERS- Childrens Writing; Writing Development

A 7 month study evaluated a parent education program designed to inform parents of second- and fourth-graders about the writing process and the teaching of writing. A secondary goal was to evaluate the effect of teaching writing as a process upon the children's attitudes toward writing. The participants (37 parents, 15 second-graders, and 17 fourth-graders) responded to two attitude instruments (one for parents; one for children) as pre- and post-program measures. Two writing workshops for parents were offered in the evening while the children participated in writing workshops during the school day. Newsletters summarizing the main points of the workshops were sent home to reach those who could not attend. Both parents and children wrote original pieces which were published and shared at a "Celebrate Writing" night. The pre- and post-surveys showed no significant changes in the parents' attitudes; it appeared they were knowledgeable and had positive attitudes toward the process approach from the start. There were changes noted for the children. The second-graders showed a significant gain in their willingness to revise; select their own topics; and write letters, journals, and stories. The fourth-graders reported revising more often and were more interested in writing stories and notes. (Appendixes include the Writing Attitude Scale for Parents, Writing Attitude Scale for Students, Appraisal Survey by Parents, invitations to parents, writing workshop newsletter, and eight tables of data. Nineteen references are attached.) (Author/MG)

ED 327 910 CS 507 391

Aitken, Joan E.; Neer, Michael R.

Communication Studies Assessment Report: A Program for Implementing a Competency-Based Core Curriculum.

PUB DATE- 8 Mar 91
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Competency Based Education; Core Curriculum; Critical Thinking; Curriculum Design; *Curriculum Development; Educational Assessment; Evaluation Criteria; Higher Education; *Mass Media; Program Evaluation; *Speech Communication; Undergraduate Study
IDENTIFIERS- *Communication Competencies; Media Courses; Speech Communication Education; University of Missouri Kansas City

This paper describes a detailed design for installing a program of assessment for a program of communication studies at a midwestern university. The paper outlines the specific goal-setting procedures as well as the collaborative efforts by faculty and students in providing diverse pre-program, mid-program, post-program, and cognitive learning assessment. The paper also enumerates the 12 competencies to be taught in 5 core courses; they comprise competencies in the following areas: critical thinking, interpersonal processes, language, leadership, reading, research, oral communication, cultural appreciation, writing, decision-making, theoretical understanding, and ethical/philosophical appreciation. The paper includes 39 references as well as 2 figures and 10 appendixes explaining assessment and implementation techniques. (KEH)

ED 327 993 EC 233 204

Lippert, Toni
The Case Management Team: Building Community Connections.
Metropolitan Council of the Twin Cities Area, St. Paul, MN.
SPONS. AGENCY- Minnesota Governor's Planning Council on
Developmental Disabilities, St. Paul.; Minnesota State Planning
Agency, St. Paul.
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Agency Cooperation; *Delivery Systems;
*Developmental Disabilities; Family Involvement; Interdisciplinary
Approach; *Normalization (Handicapped); *Social Integration;
Teamwork
IDENTIFIERS- *Case Management; *Minnesota (Twin Cities)

This guidebook presents ideas about how families and case managers can use case management to increase the integration of people with developmental disabilities into their communities, and how public officials and advocates can promote the trend toward community integration. The guide advocates implementation of the integration philosophy, which holds that all people, regardless of the severity of their disabilities, belong in the community, and proposes that case management can translate this belief into practice. Chapter titles include: "'Mary Is a Person and My Sister': New Insights about People with Developmental Disabilities"; "Services for an Integrated Society"; "Case Management: A New Kind of Help"; "A Process for Building Community Connections"; "Monitoring, Evaluation and Advocating"; "The Case Management Team--A Partnership"; "Exploring New Roles"; "Using Regular Community Resources"; and "Achieving an Integrated Society." Appendices contain quality-of-life indicators, a regional service system plan, a statement in support of families, an options policy on quality of life, Minnesota case management appeal procedures, a 13-item bibliography on choice-making, an integration test for organizations serving people with developmental disabilities, and related materials. (JDD)

ED 328 009 EC 233 222

Baker, Pamela C.

Quality Services Management: A Consumer-Oriented Model for Systems
Audit and Strategic Intervention.

PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Delivery Systems; *Disabilities; *Evaluation Methods; Formative Evaluation; Human Services; *Program Evaluation; *Quality Control; *Systems Approach
IDENTIFIERS- *Quality Service Management

The paper describes Quality Service Management (QSM) as applied to the provision of services to disabled and other special needs persons. QSM is defined as a systems approach to consumer relations based on the belief that quality care may be achieved only within the context of overall services management. Differences among "quality accountability" concepts such as quality control, quality circles, quality assurance, and quality services management are explained. QSM is an internal monitoring system which targets the specific criteria of timeliness, accuracy, outcome/results, conformance to requirements or procedures, and recognized standards of care or benchmarks of quality. The system records performance on selected indicators of quality in administrative, clinical, fiscal, physical, and programmatic audit areas. Six steps for QSM implementation are outlined: (1) develop a mission statement, philosophy, and goals and appoint a coordinator; (2) define service areas for audit; (3) operationalize the process; (4) develop reporting protocol on which indicators will be recorded; (5) establish internal monitoring schedule; and (6) design and implement a training program. A suggested classification system for performance indicators is attached. Includes 18 references. (DB)

ED 328 025 EC 233 239

Dufresne, Derrick F.
No Place Like Home.
PUB DATE- May 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Deinstitutionalization (of Disabled); *Delivery Systems; *Developmental Disabilities; Financial Support; Group Homes; Institutionalized Persons; *Place of Residence; Readiness; *Residential Care; Residential Institutions; Residential Programs; *Social Services
IDENTIFIERS- Continuum Models; Impairment Severity; *Supported Housing

Historically, in the field of developmental disabilities, the place of residence determines the level of support provided. This has led to a situation in which the more home-like the residence, the less public financial support it receives. The more disabled an individual is and the more difficulties that individual presents, the further he or she is from ever having a place to call home.

Severely disabled individuals face difficulties in facilities, such as difficulties in learning when surrounded by others with behavioral problems or intensive needs; the failure to generalize skills; and a reward system which requires individuals who learn and grow to move to other facilities, leaving their neighborhood, friends, and surroundings. The concept of supported housing is an attempt to bring supports needed by an individual to his/her home, equal to the support provided in the traditional continuum of services. Adoption of this concept requires acceptance that supported living is not necessarily cheaper than other forms of residential care. The most fundamental creed upon which supported housing is based is that everyone deserves a home. There is no "readiness" required to live in the community. (JDD)

ED 327 863 CS 212 632

Miller, Richard E.

Dangerous Liaisons: When Film and Literature Meet.

PUB DATE- 14 Sep 90
NOTE- 11p.; Paper presented at the Responsibilities for Literacy Conference (Pittsburgh, PA, September 14-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classroom Environment; Critical Viewing; *Films; Higher Education; Instructional Materials; *Literature Appreciation; Popular Culture; Teacher Role; Teaching Methods
IDENTIFIERS- Aesthetic Reading; *Dangerous Liaisons (Film); Discourse Aims; Film Viewing; University of Pittsburgh PA

Students in a "Literature and Ideas" introductory literature course at the University of Pittsburgh gathered a wide variety of interviews, articles, and other texts that circulated around the film "Dangerous Liaisons" to build a shared text on the popular reception of the film. One student, in particular, made sense of the work done in class by returning, in his final essay, to a class discussion on the various ways the film reviewers had "read" the film to problematize a way of reading described as "giving the author power." This student's essay shows that film can be used to bring to the surface the complex literate acts involved in reading both printed and visual texts. In either medium, there will always be gaps, fissures, blank spaces, things left unsaid--discursive spaces for the students to explore and develop. It is the role of teachers to provide an environment that fosters such self-reflexive exploration. (RS)

ED 327 959 EA 022 620

Ihering, Ann, Ed.
Incentives That Enhance the Teaching Profession: A Discussion of the Policy Issues. Summary of the Proceedings of a Seminar. Attracting Excellence: Call for Teacher Incentives Series.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 48p.; For full seminar proceedings, see EA 022 622.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Incentives; Policy Formation; Public Education; Teacher Employment; *Teacher Motivation; Teacher Persistence
IDENTIFIERS- *North Central Regional Educational Laboratory

Proceedings of a conference on policy issues pertinent to the design and implementation of teacher incentive plans are highlighted in this report. Seven papers and pursuant responses are presented, which include discussions on the definition and importance of teacher incentives, job redesign and its organizational impacts, constraint and variety perspectives, usefulness of "weak" initiatives, cost of teacher incentive plans, a model of differential incentives, and the teachers' point of view. Key elements of successful incentive programs include reduced professional isolationism, state financial support, local autonomy, teacher involvement, and public support, based on an immediate, comprehensive, flexible, and holistic plan for long-term professional development. (LMI)

Comprehensive System of Personnel Development, 1988-89 CSPD Report.
Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
PUB DATE- 89
NOTE- 66p.; Poor quality type in appendices (22 pages).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Inservice Teacher Education; Legal Responsibility; Needs Assessment; Postsecondary Education; Qualifications; *Staff Development; State Programs; State Standards; Teacher Qualifications
IDENTIFIERS- *Comprehensive System of Personnel Development; *Delaware; Education for All Handicapped Children Act

This report describes specific requirements of Public Law 94-142 concerning the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that qualified personnel deliver appropriate educational and related services to handicapped children and youth in Delaware. Various components of the CSPD are reviewed, including the scope of the system, participation, needs assessment, inservice training plans, dissemination of information derived from research and demonstration projects, promising educational practices, and evaluation. Appendices contain a copy of the training needs survey, aggregate data on training priorities and sub-categorical preferences, and training priorities by program or teacher type. (JDD)

Schils, Erik; Weltens, Bert

Modelling and Assessing Foreign Language Loss.

PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cloze Procedure; Foreign Countries; *French; *Language Maintenance; *Language Proficiency; Language Research; *Language Skill Attrition; *Language Tests; Linguistic Theory; Models; Multiple Choice Tests; Secondary Education; Second Language Learning; *Test Format; Testing; Vocabulary
IDENTIFIERS- *Netherlands

A study investigated the retention and loss of school-learned foreign language skills. Subjects were 150 students of Dutch secondary schools with 4 or 6 years of French language instruction and 0, 2, and 4 years of disuse. Nine tests of general language proficiency, listening and reading comprehension, phonology, vocabulary, and grammar were administered. Analysis of the results indicates that: (1) some integrative tests may be more sensitive than others to changes in universal language proficiency; (2) the multiple choice cloze test used here was a more valid indicator of French proficiency than the listening and reading comprehension tests; (3) the cloze test failed to reveal loss of vocabulary or grammar; and (4) contrasts in the design-dependent and design-independent analyses imply a need to separate validity and reliability studies of language tests from their application in research or education. A brief list of references is appended. (MSE)

ED 327 678   CE 056 713

O'Connor, Patrick J.
The Concerns of the Marketing Education Profession.
PUB DATE- Jul 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Attitudes; *Distributive Education; *Distributive Education Teachers; Educational Change; *Educational Improvement; *Marketing; Postsecondary Education; Secondary Education; *Teacher Attitudes; Teacher Education; Teacher Educators

This report describes a 2-year study designed to determine how various groups within the marketing education profession viewed important professional concerns. Issues addressed in the three primary research questions were: the nature of the concerns of the professional community; whether the concerns varied based on affiliation with marketing education; and whether the data source influenced variance in responses. Areas of concern identified at the 1988 American Vocational Association (AVA) convention were developed into a Likert-type survey instrument. Data were collected at the 1989 AVA convention and the 1989 conclave. Every third name on a list of 2,400 names of marketing education professionals consisting of secondary and postsecondary teachers, teacher educators, and supervisors, was sent the survey. Results were analyzed from 268 convention and conclave participants and 262 professionals who received a mailing. The analysis used descriptive statistics, analysis of variance, and factor analysis. Findings indicated that marketing educators were in agreement regarding the concerns the profession must address. Additional program funding and the marketing of marketing education appeared to be the most important concerns. The main source of supply for marketing education teachers seemed to be one area where the profession disagreed. (YLB)

ED 327 708 CE 056 770

Engelbrecht, Nancy; And Others

Measurement Conversions: English and Metric Systems. Fundamentals of Occupational Mathematics. Module 9.

Central Community Coll., Grand Island, NE.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 22p.; For related modules, see CE 056 762-773.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arithmetic; Community Colleges; Decimal Fractions; Individualized Instruction; Learning Modules; *Mathematical Applications; *Mathematics Instruction; *Measurement; *Metric System; Number Concepts; Pacing; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Related Mathematics

This module is the ninth in a series of 12 learning modules designed to teach occupational mathematics. Blocks of informative material and rules are followed by examples and practice problems. The solutions to the practice problems are found at the end of the module. Specific topics covered include measurement conversions, the English system of weights and measures, and the metric system. (YLB)

ED 327 768 CG 023 072

Zaman, Riffat Moazam

War against Rape (WAR): The Experience of an Activist Group in Karachi in Raising Awareness of Sexual Crimes against Women.

PUB DATE- 16 Jul 90
NOTE- 10p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; *Consciousness Raising; Crime Prevention; Females; Foreign Countries; Islamic Culture; *Rape; *Sexual Harassment; Sexual Identity; *Sexuality; Victims of Crime
IDENTIFIERS- *Pakistan (Karachi); War Against Rape (Pakistan)

This paper describes the experiences of an activist group in Karachi (Pakistan) in raising awareness of sexual crimes against women, pursuant to a rape of a professional woman which occurred during an armed robbery. It describes how, since rape was regarded as rare or nonexistent in a conservative, Islamic society, the efforts of the Women's Action Forum (WAF) to notify top government officials about their concern that women were being raped during armed robberies were largely in vain. WAF's formation of a subcommittee called War Against Rape (WAR), which broke new ground as a consciousness-raising group tackling a difficult and taboo subject, is reviewed. The 12-point statement of WAR's objectives is included, and the accomplishments of WAR in breaking the silence over rape and disseminating information are discussed, along with the problems it has faced in reaching or empowering the victims. Five brief case histories are included to illustrate these problems. The paper concludes that rape is a manifestation of the exploitation and oppression which pervades Pakistani society at large and that WAR's accomplishments thus far are only a beginning. (TE)

ED 327 928 EA 022 573

Dorman, Arthur, Ed.; Fulford, Nancy, Ed.

Teachers Incentives from the Inside: Five Studies by Teacher-Researchers. Attracting Excellence: Call for Teacher Incentives Series.

North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 90

NOTE- 174p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; *Incentives; Motivation Techniques; Professional Development; Recognition (Achievement); *Teacher Motivation; Teacher Persistence; Teacher Role; Teacher Welfare

IDENTIFIERS- *North Central Regional Educational Laboratory; Teacher Researchers

Five studies by teacher-researchers on teacher incentive programs are presented in this report. Offered are descriptions of the five programs, information on the teacher-researcher role, and the kinds of support necessary for facilitation. The case studies include the Professional Growth Fund of Elmhurst, Illinois; the Mentor Teacher Program of Marshalltown, Iowa; the Motivation to Excellence plan of North Olmsted, Ohio; the Superior Instruction Awards Program of Rittman, Ohio; and the Teacher Incentive Pilot Program of Waunakee, Wisconsin. A conclusion is that increased professional opportunities and recognition lead to increased teacher motivation and satisfaction. Recommendations are made for a diverse approach that offers extrinsic as well as monetary rewards. Surveys and findings accompany each study. (LMI)

ED 327 944 EA 022 601

Midgley, Carol; And Others

A Preliminary Assessment of School Level Differences in Instructional Leadership, School Culture, and Student Commitment. Project Report.

Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; Michigan Univ., Ann Arbor. School of Education.; National Center for School Leadership, Urbana, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 34p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Behavior Patterns; Elementary Secondary Education; Instructional Leadership; *Leadership Styles; *Principals; Role Perception; Self Evaluation (Individuals); *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- *Commitment; Illinois; *School Culture

There is growing recognition that elementary, junior, and senior high schools are different organizations with different school cultures and different leadership needs. School-level differences in principal leadership behavior, student and teacher perceptions of the school culture, and student and teacher commitment were assessed using data from 160 principals, 171 teachers, and 1,492 students from Illinois. Principals' reports of their behavior were similar across three school levels. Junior high teachers reported more stress on accomplishment and affiliation goals and less emphasis on power goals than teachers at other school levels. Elementary students had the highest, and senior high students the lowest, means on both the culture and the commitment scales. At all three levels, student perceptions of a cultural stress on accomplishment and affiliation were positively related to commitment. At the elementary and junior high levels a perceived stress on recognition, and at the senior level a stress on power, also predicted student commitment. A considerable discrepancy between student and teacher perceptions of the school culture was found. Numerous tables are included. (14 references) (Author/MLH)

ED 327 978 EA 022 659

O'Rourke, Carolyn L.; Papalewis, Rosemary
Women and Their Stories: Nine Case Studies in Educational Administration.
PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the California Educational Research Association (Burlingame, CA, November 16-17, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Effectiveness; *Educational Administration; Elementary Secondary Education; *Leadership Styles; Personal Narratives; Postsecondary Education; Rural Education; School Effectiveness; Sex Bias; Sex Role; Sex Stereotypes; *Women Administrators; *Women Faculty

Following a thorough review of current studies and literature on women in leadership, this document examines the results of a study conducted to determine the significance of female gender in educational leadership, and how attitudes, values, perceptions, and life experiences of women differ from those of men and are reflected in female leadership approaches and actions. Nine white female administrators at the rural district or school site level, located in the San Joaquin Valley in California, were interviewed using 10 open-ended questions derived from literature on women in leadership. The examination of the results of the study and the numerous direct quotes from the interviewees provided in this document serve to shed light on female administrators' thoughts, feelings, and perceptions regarding: (1) qualities of women in educational leadership; (2) difficulties experienced; (3) differences in the ways that they perceived women and men work; (4) issues surrounding authority; (5) leadership in instructional improvement, evaluation, student and community relations, and decision making; and (6) life experiences. The study's implications for research on women in administration and for current women administrators are also mentioned. (30 references) (CLA)

ED 327 647 CE 056 650

Duenk, Lester G.

The Current Status of T&I Teacher Education in the United States.

PUB DATE- Dec 90

NOTE- 18p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Quality; Educational Research; *Excellence in Education; Higher Education; *Institutional Characteristics; Internship Programs; Program Content; Sex Fairness; *Standards; *Teacher Education; Teacher Educators; Teacher Interns; *Teacher Qualifications; *Trade and Industrial Education; Trade and Industrial Teachers

A study compared actual practice in trade and industrial (T&I) degree granting institutions with standards delineated in Section 2, Standards for Trade and Industrial Education Teacher Education Programs of "Standards of Excellence in T&I Education" published by the U.S. Department of Education in 1985. Mailed questionnaires collected data from all chairpersons of T&I, trade and industry, and vocational industrial education programs listed in "Industrial Teacher Education Directory." Data from questionnaires submitted by 30 respondents were assembled in 5 tables that represented the five phases of the study: institutional characteristics; qualifications of T&I teacher educators; internship/inservice; program competencies; and sex equity. Highest and lowest ratings and percentiles were determined for each characteristic in the five categories. Findings indicated that: (1) the greatest deficiencies in the instructional characteristics area were in the functioning and composition of T&I program advisory committees; (2) 7 out of 28 institutions employed T&I teacher educators who did not meet existing state requirements for T&I teaching certificates; (3) program competencies measured very well with the standards recommendations; and (4) sex equity areas were in need of improvement. Six tables and the instrument are appended. (YLB)

Feasley, Sue C., Ed.

Graphic Arts: Process Camera, Stripping, and Platemaking. Teacher Guide.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

PUB DATE- 90

NOTE- 285p.; For related documents, see CE 056 671-672.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Guides; *Graphic Arts; Learning Activities; *Photographic Equipment; *Photography; Postsecondary Education; Production Techniques; Secondary Education; Units of Study

This curriculum guide is the second in a three-volume series of instructional materials for competency-based graphic arts instruction. Each publication is designed to include the technical content and tasks necessary for a student to be employed in an entry-level graphic arts occupation. Introductory materials include an instructional/task analysis that correlates job training with related information for this course; a list of tools, equipment, and materials; and a list of 12 references. Each of the seven instructional units includes some or all of these basic components: performance objectives; suggested activities for teachers and students; information sheets; assignment sheets; job sheets; visual aids; tests; and answer keys. Units are planned for more than one lesson or class period. Unit topics include the process camera and other darkroom equipment; line photography; halftone photography; other darkroom techniques; overview of process color photography; stripping procedures; and platemaking procedures. (YLB)

ED 327 894 CS 507 373

Smith, Ralph R.; Moore, Dale
A Public University's Defense of Free Expression: The Issues and Events in the Staging of "The Normal Heart."
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; Acquired Immune Deficiency Syndrome; *Censorship; Discourse Analysis; *Freedom of Speech; Higher Education; *Homosexuality; Public Colleges; *School Community Relationship; *Theater Arts
IDENTIFIERS- First Amendment; *Normal Heart (Kramer); Rhetorical Strategies; *Southwest Missouri State University

In 1989, some Springfield, Missouri residents demanded cancellation of the Southwest Missouri State University (SMSU) theater department's production of Larry Kramer's play, "The Normal Heart," which they alleged to be obscene. Opponents purchased newspaper advertisements which charged that the publicly funded production promoted a "homosexual, anti-family lifestyle." They held a rally, which attracted approximately 1,200 demonstrators. SMSU's attorney argued that the First Amendment barred cancellation absent substantial government interest, and asserted that the play was not obscene. Play opponents did not raise constitutional arguments, but suggested that freedom without commitment to moral order amounted to a "free-for-all." Some proponents of the production used the occasion to further AIDS education, while others labelled the play's critics as bigots. An arson incident brought national attention to the controversy and accusations from both sides in the dispute. The university formed a committee to oversee security for the play's performances. Rhetorical strategies used by SMSU managed to divert attention away from the idea of public funding for allegedly immoral activities and toward the idea of free expression, while assuring the play's presentation. While AIDS awareness may have been heightened, gay rights issues were overshadowed by the controversy. (Forty endnotes are included.) (SG)

ED 327 911 EA 022 227

Krug, Samuel E.; And Others

An Experience Sampling Approach to the Study of Principal Instructional Leadership I: Results from the Principal Activity Sampling Form.

Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; MetriTech Inc., MI.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Effectiveness; Administrator Role; Behavior Patterns; Elementary Secondary Education; *Instructional Leadership; Leadership Styles; *Moods; Personality Traits; *Principals; Work Experience

Results of a descriptive quantitative study to identify personal beliefs and goals shared by effective school principals are presented in this report. Data were collected through an experience sampling study of principals, and through teacher and student attitudinal surveys. The experience sampling stage involved 81 Illinois elementary or secondary principals who were electronically paged at randomly selected times to record current activities, beliefs, and moods. Findings indicate that principals' beliefs most significantly influence leadership effectiveness. An extensive bibliography, 53 tables illustrating the results of responses to the Principal Activity Sampling Form and a copy fo the form are included. (LMI)

Bartell, Carol A.
Teacher Incentives: State Level Initiatives in the NCREL Region. Attracting Excellence: Call for Teacher Incentives Series.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Finance; Elementary Secondary Education; Enrollment Trends; *Incentives; Policy Formation; Public Education; Statewide Planning; Teacher Employment; *Teacher Motivation; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- *North Central Regional Educational Laboratory

An overview of policy level initiatives for teacher incentive plans in seven north central states--Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin--is provided in this report. Contents include a discussion of types of incentive plans and factors for planning, implementation, and governance; a summary of state initiatives; and discussion of policy issues, such as legal aspects, teacher salaries and cost considerations, teacher competency testing, and recommendations for policy development. Appendices contain information on regional enrollment and hiring trends, the scope of collective bargaining, teacher salaries and cost considerations, and teacher testing and evaluation. Six tables and 15 figures are included. (5 references) (LMI)

Stewart, Denise B.
A Curriculum Framework for Secondary-Aged Handicapped Students.
Georgia State Dept. of Education, Atlanta. Exceptional Students Div.; South Atlantic Regional Resource Center, Plantation, FL.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Agency Cooperation; Curriculum Development; Educational Needs; Education Work Relationship; Graduation Requirements; Individual Differences; *Mild Disabilities; Secondary Education; Severe Disabilities; *Severe Mental Retardation; State Programs; Student Evaluation
IDENTIFIERS- *Georgia

The guide is intended to help Georgia educators develop curricula for students with mild to severe educational handicaps. Topics briefly addressed include: differing needs of secondary-aged handicapped students; accommodating the range of handicapping conditions; determining content, materials, instructional sequence and means of evaluating progress; assumptions of curriculum development for students with mild disabilities (e.g., the principles of normalization and individualization); the curriculum development process; considerations in developing curricula for students with severe or profound mental handicaps; transition from school to adult life; and instructional strategies. The major portion of the document consists of appendixes providing information on: resources; the core curriculum; student assessment; graduation requirements and credentials; vocational education; and rehabilitation services. The cooperative agreement between the Georgia Departments of Education and Human Resources is included. (DB)

ED 328 056 FL 018 884

Hakuta, Kenji
An Interview with Werner F. Leopold.
California Univ., Santa Cruz. Bilingual Research Group.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingualism; *Child Language; Educational History; *Interviews; Language Research; Personal Narratives; *Researchers
IDENTIFIERS- *Leopold (Werner F)

A 1983 interview with Werner F. Leopold (1896-1984), a key figure in the study of bilingualism and child language, is presented. An introductory section gives some background to the interview. The discussion itself reviews Leopold's personal and professional background, work, and writing, and focuses largely on the linguistic development of Leopold's daughter, on which much of his work was based. Mrs. Marguerite Leopold, Warner Leopold's wife, who was present at the interview, contributed several comments. (MSE)

ED 327 632 RIE VOL.26,NO. 6 FR:ED 328 072 0002

DOCUMENT RESUME JUNE 1991 TO:ED 328 509

DOCUMENT RESUME

ED 328 072 FL 019 037

Read, John
The Validity of Writing Test Tasks.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English for Academic Purposes; Foreign Countries; Higher Education; Language Proficiency; *Language Tests; *Prior Learning; Second Language Instruction; Second Languages; *Test Format; *Test Items; *Test Validity; Writing Exercises; *Writing Tests
IDENTIFIERS- *Victoria University of Wellington (New Zealand)

This paper, a discussion of the use of written tests to assess second language proficiency and achievement, considers what constitutes a valid writing test task and addresses three questions: (1) To what extent is performance influenced by prior knowledge about the topic? (2) Does it make a difference how the writing task is specified on the test paper? and (3) Do different types of tasks produce significant differences in the performance of learners in a writing test? Three task types varying in the amount and nature of content material provided as part of task specification are distinguished: independent tasks, guided tasks, and experience tasks. A test developed at the English Language Institute of Victoria University (New Zealand) and administered to foreign students before they begin study consists of three tasks, one guided, one guided/experience, and one clearly an experience task. It is proposed that while classification by task type focuses attention on one important dimension of writing test tasks--namely, the extent to which they provide content support for test-takers--other factors in task validity must be considered, including the amount of guidance given concerning the quantity and form of text expected, the clarity of task definition, the choice of general versus field-specific topic, and assessment focus on product rather than the process of writing. Several approaches to increasing writing test validity are suggested. (MSE)

DOCUMENT RESUME

ED 328 088 FL 019 057

Prideaux, Gary D.
Discourse and Processing Constraints on the Production of Controlled Narratives.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Discourse Analysis; Foreign Countries; *Language Patterns; *Language Processing; Language Research; *Linguistic Theory; *Narration
IDENTIFIERS- *Iconicity; *Markedness

A study investigated the role of certain discourse and language processing factors in the production of narratives under controlled conditions. Subjects watched a short segment from a movie and then narrated the events to a researcher. The narrations were taped, transcribed, and analyzed in terms of such factors as: (1) the number and types of clauses used (markedness); (2) the distribution of given and new information; (3) the relative orders of main and subordinate clauses (closure); and (4) the types of structures used to encode foreground and background events (iconicity). Results indicate that the given/new constraint, markedness, and closure are all relevant in the narratives, but that iconicity is not. Moreover, certain high transitivity features tend to correlate strongly with foreground events. It is concluded that certain principles originally proposed for language comprehension are also involved in language production. It is also found that the method used to elicit information from the subjects does produce non-random results. (MSE)

DOCUMENT RESUME

ED 328 103 FL 800 262

Davies, Gwen; And Others
Women's Kit.
International Council for Adult Education, Toronto (Ontario).; Participatory Research Group, Toronto (Ontario).
PUB DATE- Jun 87
NOTE- 172p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Battered Women; *Change Strategies; Child Abuse; Daily Living Skills; Day Care; *English (Second Language); Family Environment; Foreign Countries; Health; Homemaking Skills; Instructional Materials; Job Search Methods; *Literacy Education; *Personal Autonomy; Second Language Instruction; *Social Change; *Womens Education; Work Environment
IDENTIFIERS- Africa; England; Latin America

This kit consists of nine booklets: an introduction and eight topical texts, each of which is made up of excerpts from materials about the lives of women from Latin America, Africa, and England. The kit is intended for use by women in English-as-a-Second-Language classes, literacy groups, and other women's groups, as a source of ideas for discussion and language learning. The introductory booklet provides information on the kit's use and the groups (publishers, programs, and organizations) who wrote the materials contained in it. The themes of the other booklets include: women's daily schedules; child care; health; housework; finding paid work; working conditions; violence in the home; and women working together for change. Booklet contents include numerous black and white drawings to be used as visual aids, brief narratives and texts, and simple sentences for language learning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

DOCUMENT RESUME

ED 328 119 HE 024 164

Danish, Steven J.
Athletes Coaching Teens (ACT) for Substance Abuse Prevention.
Virginia Commonwealth Univ., Richmond. Dept. of Psychology.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 90
NOTE- 13p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Athletes; Behavior Problems; *College School Cooperation; Drug Abuse; Drug Education; *Goal Orientation; Higher Education; High Risk Students; High Schools; Junior High Schools; *Peer Teaching; Prevention; Problem Solving; Program Descriptions; Program Proposals; *Skill Development; *Substance Abuse
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Athletes Coaching Teens (Program); Richmond Public Schools VA; Virginia Commonwealth University

Athletes Coaching Teens (ACT) is a school-based prevention program for seventh grade students in Richmond, Virginia. The project is a collaborative effort between the Department of Psychology at Virginia Commonwealth University and the Richmond City Public Schools. The ACT program is directed at preventing and changing health-compromising behaviors, such as alcohol and other drug use, unsafe sexual practices, violence, and delinquency. High school athletes are used as peer leaders in seven sessions which teach life skills, including learning to set goals, developing plans to attain the goals, identifying and overcoming roadblocks, solving problems effectively, developing social support, and rebounding. The high school athletes receive special training provided by the ACT staff with the assistance of Virginia Commonwealth University's college athletes. Because these high school students are regarded as positive role models who have grown up in Richmond, they are felt to be in a unique position to be effective teachers for middle school youth. A shortcoming of the ACT program is the need for a context in which students can apply and generalize the skills learned. This project proposal describes progress made in the second year of the program and plans for the third year. (JDD)

DOCUMENT RESUME

ED 328 134 HE 024 179

Thorpe, Stephen W.

Forecasting Enrollment in a Period of Institutional Transition. AIR Conference Paper.

PUB DATE- Oct 90
NOTE- 9p.; Paper presented at the Annual Northeastern AIR Conference (14th, Albany, NY, October 21-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *Budgeting; *College Planning; College Programs; *Enrollment Projections; Higher Education; Institutional Mission; *Institutional Research; Models; Prediction; School Demography; Two Year Colleges
IDENTIFIERS- Wesley College DE

This paper describes an enrollment forecasting model that was developed in 1988 by the Office of Institutional Research for a small, private, liberal arts college (Wesley College, Delaware). The college, shifting in demographics from its historical junior college mission to that of a comprehensive baccalaureate institution, required a forecasting model that took into account this transition of student enrollment from a college providing largely associate and transfer degree programs to one that provides baccalaureate degree programs. An explanation is provided of the model's development and use and includes the assumptions that were required for projecting the composition of the 1988-89 and 1989-90 academic year enrollment. In addition, statistics are provided showing the forecast's enrollment projection error rates and the retention percentages per term and by degree program at admittance. The paper concludes with a discussion of how the forecasting model benefitted the college in its budgeting and strategic planning processes. Contains 17 references. (GLR)

DOCUMENT RESUME

ED 328 149 HE 024 202

McDonald, Geraldine; And Others
Coming and Going: Forty Years of the Fulbright Programme in New Zealand.
New Zealand Council for Educational Research, Wellington.; New Zealand-United States Educational Foundation.
PUB DATE- 89
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Exchange; *Educational History; Exchange Programs; Foreign Countries; Foreign Students; Higher Education; International Cooperation; *International Educational Exchange; International Programs; Participant Satisfaction; Research Opportunities; Special Programs; Student Attitudes; *Student Exchange Programs; Teacher Attitudes; *Teacher Exchange Programs
IDENTIFIERS- *Fulbright Exchange Program; *New Zealand

The Fulbright Program in New Zealand funds educational and cultural exchanges with the United States. The program is jointly financed and managed by the two signatory governments. The program is the principal means of academic and technological scholarly exchanges between the two countries. Programs include travel grants to graduate students admitted into doctoral programs at American universities, exchange teachers, cultural grants, senior scholar grants, and educational and vocational development grants. The report illustrates the scope of the Fulbright Program in New Zealand and its impact, based on a survey of 662 New Zealand and United States participants involved between 1948 and 1988. The report contains information on the year the award was granted, category of the award, duration of the award, the recipient's sex, marital status, area of study, home and destination institutions, social contacts, sharing of ideas, publications, continuing contact with the host country, and expectations and their fulfillment. The report's appendixes contain data tables and a copy of the survey questionnaire. (Six references) (JDD)

DOCUMENT RESUME

ED 328 165 HE 024 218

Gerrity, Deborah A.; Sedlacek, William E.
A Profile of Incoming Freshmen at the University of Maryland, College Park, 1990. Research Report 14-90.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Aptitude; *Academic Aspiration; Census Figures; *College Freshmen; Extracurricular Activities; Higher Education; *High School Graduates; High Schools; Responses; Scores; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Student Evaluation; *Student Interests
IDENTIFIERS- *University of Maryland College Park

A sample of 725 out of 3,241 incoming freshmen to the University of Maryland, College Park (UMCP) were administered the University New Student Census (UNSC) to determine a group profile for 1990. A selection of basic statistics included the following: (1) 53% of the incoming freshmen were male, and 71% were white; (2) approximately 20% had an A or A+ average in high school, and slightly more than 66% had a B or B+ average; and (3) the average high school GPA (grade point average) for all first-time freshmen was 3.00, and the mean SAT (Scholastic Aptitude Test) score was 1,086. Student responses revealed that about 33% were attending college to get a better job, and their choice of UMCP was because they wanted a good education. All but 1% planned to get at least a baccalaureate degree. Attaining a Master's (M.A. or M.S.) degree was most popular, and 33% of the students planned on attaining a higher degree (doctoral, law, medical, or divinity). Additionally, more than 33% of the students thought incoming freshmen would cheat on exams if they thought they wouldn't get caught, that the two most important issues to solve in society were the ecology/pollution problem and drug abuse, and both men and women said they were not encouraged to explore nontraditional interests in their high school studies and activities. (GLR)

DOCUMENT RESUME

ED 328 181 HE 024 235

Adler, Patricia A.; Peter Adler
Backboards & Blackboards: CoOllege Athletes and Role Engulfment.
PUB DATE- 10 Nov 90
NOTE- 262p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Athletes; Attitude Change; Behavior Change; Case Studies; College Athletics; College Role; Conflict of Interest; *Expectation; Higher Education; Recruitment; *Role Conflict; Role Perception; Role Playing; Role Theory; Self Actualization; *Self Concept; *Self Esteem; Social Background; *Socialization; Social Psychology

A chronological account of the socialization experiences of college basketball players from their recruitment and entry into university through the termination of their college playing careers is presented in this book. After a prologue which describes the methodological techniques used in the 10-year study, chapter 1 presents an overview of the study, discussing the theoretical approach, research setting and subjects. Chapter 2 discusses the athletic backgrounds, recruitment experiences and role expectations of the college athletes studied. Chapter 3 addresses the college athelete's athletic role including the introduction to college level basketball, training into University ball playing, and interactions with fans, media and boosters. Chapter 4 focuses on the athelete's social role and contrasts social expectations with the social realities encountered. Chapter 5 covers the player's academic role, including classroom disappointments and relationships with professors and other students; chapter 6 discusses the socio-psychological effects of the athelete's expanded athletic role; chapter 7 discusses how athletes resolve the role conflicts they encounter; chapter 8 examines how athletes deal with the termination of their athletic participation and identity. Chapter 9 concludes the book with an overview of the changes observed in athletes' selves and the implication of these changes. Extensive chapter notes and 240 references are included. (LPT)

DOCUMENT RESUME

ED 328 197 HE 024 261

Miller, Richard I.
Major American Higher Education Issues and Challenges in the 1990s. Higher Education Policy Series 9.
PUB DATE- 90
NOTE- 219p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; *Change Strategies; *College Administration; College School Cooperation; Demography; *Educational Change; Educational Economics; *Educational Policy; Educational Trends; Ethics; Evaluation Methods; General Education; *Higher Education; International Cooperation; Leadership; Minority Groups; Moral Values; Postsecondary Education; School Business Relationship; Student Characteristics; Teacher Education

The purpose of this book is to provide information and insights about what might be expected in United States higher education in the 1990s. The book uses a tone which is described as ''forward-realistic'' in its discussion of why particular concerns are coming to prominence now, how American postsecondary education is reacting to the issues, and changes that should be made, especially in policy making. Chapter titles include: ''The Past Is Prologue,'' ''Changing Demographics,'' ''Minority Access and Success,'' ''International Competition and Cooperation,'' ''Creative Frugality,'' ''Ethics and Morality,'' ''General Education,'' ''Teacher Education,'' ''Cooperating with Other Sectors,'' ''Assessment and Accountability,'' ''Leadership and Management,'' and ''Strategies for Implementing Changes.'' References accompany each chapter. (JDD)

DOCUMENT RESUME

ED 328 212 IR 014 806

Spensley, Fiona; Elsom-Cook, Mark
Dominie: Teaching and Assessment Strategies. CAL Research Group Technical Report No. 74.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 89
NOTE- 38p.; Computer Assisted Learning Research Group TR No. 74. For related reports, see IR 014 807-809 and IR 014 811-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; *Computer System Design; Educational Strategies; Evaluation Methods; *Expert Systems; Higher Education; *Programed Tutoring
IDENTIFIERS- *Dominie Intelligent Tutoring System UK; Knowledge Representation

This document outlines the strategies that are used for teaching and assessment in Dominie, an intelligent tutoring system designed to enable the user to operate a computer interface independently. Eight interaction modes are described in detail: four teaching strategies (cognitive apprenticeship, successive refinement, discovery learning, and abstraction) and four evaluation or assessment strategies (practice, direct assessment, discovery assessment, and Socratic diagnosis). Each strategy contains three decisions: (1) the selection of a general area, or, "Select-t-task"; (2) the selection of a teaching strategy for that area, "Select-t-method"; and (3) the selection of a teaching goal, "Select-t-goal." The document follows the format of the control structure, describing each decision step in order of access and then outlining the tutorial and assessment strategies individually. The appendix contains a glossary of terminology used in the document, and a list of additional related technical reports. (7 references) (DB)

DOCUMENT RESUME

ED 328 227 IR 014 825

Murphy, Karen L.

The Integration of Teleconferencing in Distance Teaching.

PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Conference of the Association of European Correspondence Schools (4th, Istanbul, Turkey, April 11-15, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Communications; Audiovisual Coordinators; Communications Satellites; *Distance Education; Foreign Countries; Telecommunications; *Teleconferencing; *Telephone Communications Systems
IDENTIFIERS- Integrated Services Digital Network

Teleconferencing is a discussion by telephone among individuals and groups of people in two or more locations for the purposes of instruction and conducting meetings. Audio conferencing connects people by voice alone, audiographic conferencing allows people to speak and to exchange text and graphics over the telephone line, and video conferencing allows people to speak and to see each other live on a television screen. The advantage of teleconferencing is that it brings together people who are far apart, quickly and in a cost-effective manner. The disadvantages are that communication from face-to-face contact is lost and sound quality must be very high. An effective teleconference includes good audio equipment, trained personnel, and well-prepared support materials. There are a number of examples of the use of teleconferencing in distance education including the German Post Office, Roche Laboratories, the Conference Call in Turkey, and the British Open University. Future uses of teleconferencing will be developed through the Integrated Services Digital network (ISDN), a newly-developed communication system based on the telephone, computer and modem, and television. This presentation concluded with a brief description of teleconferencing in Turkey and a live example of an audio teleconference connecting the conference room with three other locations, one in the United States and two in Turkey. (17 references) (DB)

DOCUMENT RESUME

ED 328 242 IR 014 849

Annual Report, 1989-1990.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- 90
NOTE- 71p.; For the 1988-89 Annual Report, see ED 316 197.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Educational Radio; *Educational Television; Elementary Secondary Education; Instructional Materials; *Material Development; Microcomputers; *Programing (Broadcast); Staff Development; Technological Advancement
IDENTIFIERS- *South Carolina Department of Education

The information in this report reflects the record of services provided by the Office of Instructional Technology during the 1989-1990 school year to help meet the educational needs of public schools in South Carolina. Information is presented in the following sections: (1) annual management plan, which entails the achievement of objectives in fiscal and personnel management, administration, computers, evaluation, dissemination, and reporting; (2) advisory system; (3) publications list; (4) computer-assisted instruction; (5) resource development, including the development and acquisition of television and radio resources, evaluation of resources, workshops conducted, and inservice staff development programs; (6) utilization, including staff members and services designed to improve the quality and quantity of utilization, as well as instructional television (ITV) utilization history and trends; (7) educational conferences/workshops; (8) teleconferences; (9) statewide computer survey results; (10) ITV and radio awareness; and (11) plans for 1990-1991 ITFS (instructional television fixed service) network expansion and improvement of its utilization and local reception. (DB)

DOCUMENT RESUME

ED 328 257 IR 053 414

Buchman, James H.; Byrnes, Jane, Ed.
The Authoritative Guide to the Use of Telefacsimile in Libraries.
Second Edition. Occasional Paper Series 3, No. 1.
Ohio State Library, Columbus.
PUB DATE- Jul 90
NOTE- 31p.; For the first edition, see ED 314 065.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Costs; *Electronic Equipment; *Facsimile Transmission; Guidelines; Library Automation; Library Expenditures; *Library Materials; *Library Services; Policy Formation; *Telecommunications

Addressing both positive and negative issues associated with adapting telefacsimile technology to meet library service needs, this guide provides basic information about the technology while illustrating how librarians have begun to incorporate it into their work processes. The following topics are covered: (1) the definition of telefacsimile and its history; (2) a history of telefacsimile use in libraries; (3) technological changes; (4) telefacsimile applications in libraries (interlibrary loans, branch communications, and reference services); (5) electronic mail and telefacsimile; (6) what to look for when purchasing equipment (vendors, "bells and whistles," plain paper units, and maintenance agreements); (7) telecommunication costs; (8) current policies for telefacsimile use in libraries; (9) "junk fax" mail; and (10) telefacsimile's future. Three appendixes provide definitions of terms, the names and telephone numbers of telefacsimile equipment manufacturers, and suggested guidelines for library use of telefacsimile. (9 references) (MAB)

DOCUMENT RESUME

ED 328 272 IR 053 430

Jensen, Jan; And Others
Getting the Facts As Soon As Possible Through Fax.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Facsimile Transmission; High Schools; Information Dissemination; Interlibrary Loans; *Learning Resources Centers; Library Collection Development; *Library Networks; Post Secondary Education; *Shared Library Resources
IDENTIFIERS- ASAP Consortium; Denver Public Schools CO; Library Servies and Construction Act

In response to both teachers' and students' needs, high school media specialists in Denver, Colorado, formed a resource sharing consortium called ASAP (As Soon As Possible), a multitype library telefacsimilie consortium, which is supported by 1988-1990 Library Services Construction Act (LSCA) funds. ASAP members include 14 high school library media centers in Colorado, two alternative schools, two academic libraries, one public library branch, one special library, and one vocational school. These 21 libraries share primarily serials documents and secondarily lesson plans and other interlibrary communications via fax. This article describes equipment selection, resource sharing agreements, serials directory information, and collection development activities of the consortium. From the first steps in grant writing and initial publicity through user evaluations and research findings, the ASAP story chronicles the first of seven subsequent projects that Colorado libraries are implementing in an effort to build upon statewide resource sharing efforts. ASAP focuses on five objectives: (1) to use telefacsimile technology to share documents and transfer information among multitype libraries in Jefferson County, Colorado; (2) to provide a serials directory of holdings to all member libraries; (3) to sustain ongoing interlibrary communication, cooperation, and collaboration; (4) to continue to develop and refine fax usage protocols, interlibrary loan, and resource sharing agreements; and (5) to provide leadership to other libraries interested in cultivating partnerships. (13 references) (MAB)

DOCUMENT RESUME

ED 328 287 IR 053 448

Katz, Suzanne
Stack Maintenance Student Aide Training Manual and Handbook. Revised.
City Univ. of New York, Flushing, NY. Queens Coll. Benjamin Rosenthal Library.
PUB DATE- Nov 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classification; College Libraries; Higher Education; *Job Training; Library Facilities; *Library Materials; Library Personnel; Reference Materials
IDENTIFIERS- City University of New York Queens College; Library of Congress Classification; *Student Assistants

This training manual describes and explains the variety of tasks performed by the Stack Maintenance Student Aides in Benjamin Rosenthal Library. A list of the stack maintenance personnel, the floor directory, student aide requirements and procedures, time sheets, notes on telephone etiquette, procedures for locating and shelving books, an overview of the Library of Congress Classification System, and directions for loading library carts, clearing the book depositories and hold shelves, using the book finder terminal, and arranging and understanding call numbers are included. (MAB)

DOCUMENT RESUME

ED 328 301 JC 910 090

Dincher, J.; Meltesen, Cal
Follow-Up Study of 1988 Nursing Graduates. Volume XVIII, No. 8.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 May 90
NOTE- 36p.; For the follow-up of 1986 nursing graduates, see ED 295 723.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Comparative Analysis; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Job Satisfaction; *Nurses; *Nursing Education; Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In 1989, a follow-up study of nursing program graduates was conducted at William Rainey Harper College (WRHC) to examine their employment patterns, further education plans, and evaluate particular aspects of their WRHC experience. Questionnaires were mailed to 105 nursing students who graduated in 1988. Results were compared with previous surveys of 1984 and 1986 nursing program graduates. Study findings, based on a 73% response rate, included the following: (1) 46% of the respondents were employed full time and 39% were employed part time; (2) as in previous surveys, the nursing graduates felt they were well prepared in technical job skills and job knowledge, but did not feel well prepared with respect to job search skills and managerial skills; (3) the mean salary was just over $24,500, up from the $21,000 figure reported by 1986 graduates; (4) among those employed in nursing-related fields, 19% were working in medicine, 17% in surgery, 15% in pediatrics, 9% in obstetrics, and 8% in psychiatric care; (5) 75% were working in a hospital, while 16% were employed in an extended care facility or a doctor's office; (6) the median length of time in their present jobs was 7 months; (7) 3 out of every 4 respondents indicated that they were working the hours of their choice, with 36% working day shifts, 28% nights, 27% evenings, and 9% working a rotating shift; and (8) 5% were enrolled in college at the time of the survey, and 55% planned to return to college at some time. Detailed data tables are included. The survey instrument and cover letter are appended. (JMC)

DOCUMENT RESUME

ED 328 314 JC 910 104

Report on Career Placement and External Transfer of 1989 Graduates.
Community Coll. of Rhode Island, Warwick.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Education Work Relationship; *Employment Patterns; Graduate Surveys; *Outcomes of Education; Questionnaires; *Salaries; Two Year Colleges; Vocational Education; Vocational Followup

In 1990, a study was conducted of graduates of the Community College of Rhode Island (CCRI) to determine their educational and career pursuits after leaving CCRI. Survey responses were obtained from 975 of the 1,213 CCRI graduates from 1989, constituting an 80% response rate. Study findings for the class as a whole indicated that of the 975 respondents, 47.1% were employed full time, 13.0% were employed full time and attending school part time, 8.2% were employed part time, 2.5% were unavailable for employment, 2.3% were unemployed and looking for employment, 14.9% were attending school full time, and 12.1% were full-time students and working part time. This report of survey results is divided into separate sections for each of CCRI's 24 programs and program areas. For each program, data are provided on the numbers and percentages of students responding to the survey and in each employment and educational category. In addition, data are provided on the average annual salary of employed graduates for each program, the salary range, the names of the organizations employing the graduates, the graduates' job titles, and the educational institutions and academic majors of graduates who were continuing their education full time. A diagram of CCRI programs and concentrations; the survey instrument; tables comparing 1987, 1988, and 1989 graduates' employment status and educational institution of transfer; and bar graphs summarizing the data for selected programs are appended. (GFW)

DOCUMENT RESUME

ED 328 328 JC 910 123

Knight, William E.

Time to Associate Degree Study: The Experience of May 1990 Graduates of the Kent State University Regional Campuses.

Kent State Univ., OH. Regional Campuses. Office of Academic Assessment and Evaluation Services.
PUB DATE- Oct 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Persistence; *Associate Degrees; *Attendance Patterns; College Graduates; Community Colleges; Educational Attainment; *Enrollment Trends; Graduation Requirements; Higher Education; Stopouts; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Kent State University OH Regional Campuses

In order to determine the length of time taken by graduates of Kent State University's Regional Campuses (RC) to obtain an Associate Degree, master records were analyzed for 91% (N=527) of the students who graduated in May 1990. The study considered the relationship between time to associate degree and such factors as campus attended, major, semester hours accumulated, gender, ethnicity, age, and grade point average (GPA). Complete information was not available for 67% of the graduates concerning the number of semesters they ''stopped out,'' though available information suggested that one half of the graduates stop out at some point and that the average stop out period was two semesters. Other study findings included the following: (1) the May 1990 graduates were 96% Caucasian, 68% female, and an average of 31 years old; (2) the graduates had accumulated an average of 82 semester credit hours and earned an average GPA of 3.01; (3) the largest percentage of graduates received their degrees in 3 years, while the graduates averaged 6 years from admission to graduation; (4) the number of semesters to degree ranged from 5 semesters for Physical Therapy Assisting Technology graduates to 22 semesters for Systems/Industrial Engineering Technology graduates and 30 semesters for Banking and Finance Technology graduates; and (5) there was little difference in semesters to degree by gender, but older students and students with low GPA's tended to take longer to obtain their degrees. (GFW)

DOCUMENT RESUME

ED 328 342 PS 019 218

Sprung, Barbara; And Others
Playtime Is Science: Implementing a Parent/Child Activity Program.
Educational Equity Concepts, Inc., New York, NY.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Morgan Guaranty Trust Co., NY.; New York Community Trust, N.Y.
PUB DATE- 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Early Childhood Education; Elementary School Students; *Learning Activities; *Parent Participation; *Parents as Teachers; *Play; Preschool Children; Resource Materials; *Science Instruction

A program of science activities for children in the early childhood years and their parents is offered. The three different formats of the Playtime Is Science program are adaptable to a variety of settings and schedules. The Parent/Child Activity Program includes one parents-only session in which participants learn that routine chores involve physical science concepts they can share with their children. During the remaining four sessions, children are given 45 minutes to learn activities. Parents act as facilitators in the activities. In the second version of the program, Parents as Teachers, parents work not only with their own children, but also with their children's classmates. The third version, Super Science Saturday, gives parents a chance to use the program on weekends. The five core activities of the program involve physical science experiences with materials commonly found in the home. Activities include making and using sieves, creating a "mystery bottle," making and tossing bean bags, building with "wonderful junk," and discovering how machines work. Sections of the guide provide directions, a program overview, a resource list of appropriate picture and activity books, and step-by-step activity sheets. (RH)

DOCUMENT RESUME

ED 328 360 PS 019 410

Renwick, Margery
Keeping in Touch: Teachers and Parents in Kindergartens. Studies in Education Series, No. 50.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 89
NOTE- 153p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication (Thought Transfer); Early Childhood Education; *Family School Relationship; Foreign Countries; Groups; *Home Visits; Inservice Teacher Education; *Kindergarten; Orientation; *Parent Participation; Postsecondary Education; Teacher Education; *Teacher Role
IDENTIFIERS- *New Zealand; *Parent Orientation

Based on two studies, this report describes aspects of kindergarten teachers' contact with parents. The first study, which took place in Auckland (New Zealand) in 1983, looked at the way parents are introduced to kindergarten, particularly through home visiting and group pre-entry sessions. The second study was a national study designed to look at a wide range of parent-teacher contact. Sections of the report focus on: (1) the process of establishing relationships between parents and teachers; (2) parent participation; (3) teacher support for parents; (4) training and support for teachers; (5) conclusions; (6) discussion topics, including parent-teacher partnerships, the kindergarten program, parent involvement and education, and teacher-parent support; and (7) suggestions for pre-service and in-service training. Appendix 1 describes the research projects, while appendix 2 lists members of the advisory committees for the studies. Citations number 43. (RH)

DOCUMENT RESUME

ED 328 376 RC 017 799

Warner, Paul D., Ed.; Campbell, Raymond, Ed.

Agriculture and Community Development Interface. Joint Meeting of the Southern Region State Leaders for Agriculture and Natural Resources and Community Resource Development Proceedings (October 8-11, 1989, Williamsburg, Virginia).

Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Jun 90
NOTE- 79p.; Title on cover varies slightly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Agricultural Education; Agricultural Trends; *Agriculture; Conservation (Environment); Economic Development; Experiential Learning; Extension Education; Public Policy; *Rural Development; Rural Education; *Rural Extension; Waste Disposal; *Water Quality; Water Resources
IDENTIFIERS- *Biotechnology

This document is a summary of remarks presented at a joint meeting of Agriculture and Natural Resources and Community Resource Development state leaders in 1989. The focus of the meeting was economic viability, rural extension and education, water quality, waste management, biotechnology, low-input sustainable agriculture (LISA), and rural families and communities. The titles of conference speeches include: "Public Policy and Profitability for U.S. Agriculture: The Need for Policy Education to Improve Farm Leadership"; "Focusing on Economic Survivability: A Response"; "Rural Development: Stating the Concern"; "Rural Families and Communities: Alternative Paths to the Future"; "Rural Development Strategies and Opportunities"; "Some Thoughts on Extension's Role in Rural Development Strategies and Alternatives"; "Waste Management: Stating the Concern"; "Waste Management: Problems and Solutions"; "Policy Directions in Waste Management"; "Water Quality and Agriculture: Why Are We Concerned?"; "Family and Community Concerns in Water Quality with a Focus on Agricultural Chemicals"; "Response on Water Quality"; "LISA and Biotechnology: Stating the Concern"; "Information and Education Needs for a Sustainable Agriculture"; "Biotechnology as It Relates to Economic Issues"; "Future of the Southern Regional Extension Program: Where Are We Headed?"; and "Response of the 4-H." (TES)

DOCUMENT RESUME

ED 328 390 RC 017 985

Kassab, Cathy
The Impact of Service Sector Growth on Changing Patterns of Stratification among Communities.
PUB DATE- Aug 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Norfolk, VA, August 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Change; Economic Change; *Economic Impact; Employed Women; *Employment Patterns; *Family Income; Labor Force; Labor Market; *Rural Urban Differences
IDENTIFIERS- *Service Sector; *United States (Mid Atlantic States)

This paper examines the impact of increasing service sector employment and decreasing manufacturing employment on the distribution of income across communities on the urban-rural continuum. Changes in the differential distribution of industries and family income across this continuum have important consequences for local services, including education. Robust regression statistics were used to analyze census and Dun and Bradstreet data from 1970-80 for all 642 communities in New Jersey, New York, and Pennsylvania, excluding New York City and Philadelphia. The effect of increasing service sector employment on income distribution was mediated through increasing levels of female labor force participation and the position of the community in the urban hierarchy (based on population size and family income). As high-wage manufacturing jobs were lost, women increased their contribution to the local economy through employment in low-wage industries. The positive impact of increasing numbers of female workers on the community's position in the hierarchy was stronger in smaller communities. Communities with local economies dependent on the high-wage manufacturing sector lost position in the hierarchy. Despite the occurrence of economic growth in rural communities, discrepancies in the distribution of income between smaller and more urbanized centers increased, probably due to differential location of low-wage and high-wage service firms. However, the smallest and largest places experienced the greatest declines in income. Implications for economic development policy are discussed. This paper contains 26 references. (Author/SV)

DOCUMENT RESUME

ED 328 406 SE 051 878

Penick, John E., Ed.
Earth Science. Focus on Excellence, Volume 3, Number 3.
Iowa Univ., Iowa City. Science Education Center.; National Science
  Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 43p.; For related documents, see SE 051 874-877, ED 243
  689-691, ED 281 723-724, and ED 301 408.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Guides/Methods/Techniques (For Practitioners) - Classroom Use -
  Teaching Guides (For Teacher) (052) Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; Critical Thinking;
  Demonstration Programs; *Earth Science; Ecology; Energy;
  Environmental Education; *Excellence in Education; Field Trips;
  Geology; *Innovation; Science Activities; *Science and Society;
  Science Curriculum; Science Education; Secondary Education;
  *Secondary School Science; Space Sciences; Teaching Methods;
  Technology
IDENTIFIERS- Project Synthesis

Eight examples of innovative and outstanding earth science programs are described. These programs were selected using state criteria and at least four independent reviewers. While Project Synthesis offered a desired state, these examples of excellence provided views of what is already a reality. The goals of an exemplary science program are provided along with the criteria for excellence. Programs described are: (1) "Computer Assisted Laboratory Science"; (2) "Geology Is"; (3) "Ninth Grade Earth Science"; (4) "Accelerated Earth and Space Science"; (5) "Earth Science for the Twenty-First Century"; (6) "Indoor, Outdoor Earth Science"; (7) "Middle Earth Science"; and (8) "Earth Science Program." A review and critique of earth science exemplary programs is presented. (KR)

DOCUMENT RESUME

ED 328 423 SE 051 898

The Nation's Energy Education Report Card.
National Energy Education Development Project, Reston, VA.
PUB DATE- 22 Mar 90
NOTE- 27p.; Contains 1990 NEED Energy Education Poll.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Energy; *Energy Education; *Environmental Education; Middle Schools; *National Surveys; Science Education; *Secondary School Science; *Student Attitudes; *Surveys
IDENTIFIERS- *National Energy Education Development Project

The National Energy Education Development (NEED) Project was launched by Congressional Resolution in 1980. The subsequent presidential proclamation initiated a decade-long effort to introduce or enhance energy education programs in U.S. schools. The NEED Project stresses the use of evaluation tools for students to measure the effectiveness of their school's energy education program. The NEED Energy Education Poll was designed as an activity students could utilize to evaluate the success of their projects and activities. It also allows the NEED Project to gauge the progress of a large number of students throughout the nation involved in energy education. The information gathered from the state and national poll results allows NEED to discover where students lack information about energy, as well as how they feel about energy issues. This document includes the results of the secondary and middle school polls, a copy of the "1990 NEED Energy Education Poll" and a chart of the distribution of answers. (CW)

DOCUMENT RESUME

ED 328 441 SE 051 918

Rohwedder, W. J., Ed.
Computer-Aided Environmental Education. Monographs in Environmental Education and Environmental Studies, Volume VII.
North American Association for Environmental Education, Troy, OH.
PUB DATE- 90
NOTE- 261p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Computer Simulation; Databases; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Hypermedia; Interactive Video; Learner Controlled Instruction; Optical Data Disks; Program Descriptions; Science Education; *Secondary School Science; *Telecommunications; Videodisks
IDENTIFIERS- *HyperCard

With creativity and innovation, environmental educators have begun wielding the ever increasing power of computers to promote and enhance environmental education. These pioneering programs and applications are the focus of this publication. This monograph is a sampling of the potential, problems and promises of this field. The four major content areas addressed in this publication are environmental hypermedia (including interactive videodiscs); environmental simulation/modeling; interactive software; and telecommunications. A list of additional resources which are not addressed in the articles is included. (KR)

DOCUMENT RESUME

ED 328 457 SE 051 942

Geiger, Emily
Independent Learning Activities in Science for Students At-Risk.
PUB DATE- 25 Sep 90
NOTE- 190p.; M.S. Thesis, New York Institute of Technology. Appendix contains some very light type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *At Risk Persons; Cooperative Learning; Decision Making; Early Intervention; *Elementary School Science; Grade 3; *Independent Study; *Learner Controlled Instruction; Magnets; Personal Autonomy; Pretests Posttests; Primary Education; Problem Solving; *Science Activities; Science Education; Surveys; Teaching Methods

The purpose of this project was to determine whether third grade students, given written directions and necessary materials, could work without teacher direction for 30 minutes. Students (N=25) were to gain skill and confidence in carrying out the processes required for completing an independent learning activity by completing science learning activity packets. The objective was to guide these students from the initial stage of seeking constant teacher direction to the end stage of seeking peer assistance and independence. Development of the learning activity packet included application of Gagne's nine instructional events and a formative evaluation. The packet was then implemented with the target population and a summative evaluation followed. The entire process followed the five stages of Instructional Systems Design. The introduction, analysis, design, development, implementation, evaluation, and summary and recommendations are included. A task analysis, independent learning activities development plan, a list of objectives sequenced and clustered into lessons, an entry behavior test, the pretest and posttest, a learning packet for six magnet activities, student answer packet, two attitude surveys with results, and teacher checklists for evaluating group and individual progress are appended. (KR)

DOCUMENT RESUME

ED 328 474 SO 021 049

Hoepli, Nancy L., Ed.
Great Decisions '86.
Foreign Policy Association, New York, N.Y.
PUB DATE- 86
NOTE- 103p.; For related documents, see ED 283 743, ED 295 860, ED 308 117, and ED 213 635. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship Responsibility; Class Activities; Democracy; Developing Nations; *Foreign Policy; Government Role; Instructional Materials; *International Relations; Peace; *Policy Formation; Political Issues; Public Opinion; Secondary Education; *World Problems

Designed to initiate discussion of foreign policy decisions, this book contains an analysis of eight foreign policy issues confronting the United States in 1986. Each unit provides the background and guidelines to provide perspective to assist in understanding foreign policy crises. The units included in this issue are: (1) "How Foreign Policy Is Made: The Case of Central America"; (2) "'Star Wars' and the Geneva Talks: What Future for Arms Control?" (3) "Democracy in Latin America: Focus on Argentina and Brazil"; (4) "International Terrorism: In Search of a Response;" (5) "European Community and the U.S.: Friction Among Friends"; (6) "Third World Development: Old Problems, New Strategies?" (7) "Israel and the U.S.: Frienship and Discord"; and (8) "Religion in World Politics: Why the Resurgence?" Each section includes a reading list. Ballots for use in voting on issues addressed in discussion groups are also appended. (NL)

DOCUMENT RESUME

ED 328 492 SO 021 119

Meadows, Darrell
The Vietnam War: A Four Week Instructional Unit. Grades 11-12.
PUB DATE- Nov 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Foreign Culture; *Foreign Policy; Grade 11; Grade 12; High Schools; Instructional Materials; International Studies; Learning Activities; Social Studies; Teaching Methods; *United States History; Units of Study; *Vietnam War; World Affairs

This 4-week curriculum is designed to help 11th and 12th grade students reach an understanding of the history and culture of Vietnam and the roots of U.S. military involvement there, and also to draw lessons from U.S. actions during the war in Vietnam. Students are encouraged to engage in critical thinking, evaluation, drawing conclusions, taking positions on political and social issues, and hopefully becoming more interested in international affairs and the further study of other cultures. Class activities include role playing, class and group discussions, report writing, library readings and research, talks by guest speakers, and video presentations. A unit syllabus and examinations are included along with lists of concepts, goals, and objectives, student handouts, and an extensive bibliography of resource materials. (DB)

ED 328 089 FL 019 059

Fradd, Sandra H.

An Annotated Bibliography of Research and Professional Publications Relevant to the Education of Handicapped, Limited English Proficient Students and Their Families.

Florida Atlantic Univ., Boca Raton. Multifunctional Resource Center.

PUB DATE- Sep 90

NOTE- 80p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Acculturation; *Ancillary School Services; Annotated Bibliographies; Attribution Theory; Compliance (Legal); *Curriculum Design; Deaf Interpreting; Deafness; *Disabilities; Educational Policy; Educational Technology; Elementary Secondary Education; Hearing Impairments; Individualized Education Programs; Language Tests; *Limited English Speaking; Mental Health; Migrant Education; Parent Participation; *Public Policy; Sociocultural Patterns; Special Education; *Student Evaluation; Vocational Education

This annotated bibliography includes over 250 citations of research reports, monographs, program descriptions, handbooks, measurement instruments, and journal articles on a variety of aspects of education for students with both disabilities and limited English skills. Listings are in four sections, namely: (1) Assessment (alternative assessment practices, general assessment issues and practices, and language assessment); (2) Instruction and Program Development (curriculum and instructional practices, including attribution theory and learned helplessness, culture, acculturation, and sociocultural factors affecting the learning process, deaf and hearing impaired learners, individual education plans, migrant students, prereferral screening and instructional activities and interventions, technology, and vocational education); (3) Training and Services (mental health concerns, model programs, parent involvement, personnel training, and using interpreters and translators); and (4) Legal and Policy Information (educational policy for the deaf, speech/language policy and services, and vocational education policy). (MSE)

ED 328 104 FL 800 284

Di Gerlando, Rose; And Others
Adult ESL Suggested Materials List.
Illinois ESL Adult Education Service Center, Des Plaines. Adult Learning Resource Center-NEC.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE- Sep 90
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Literacy; *Annotated Bibliographies; Audiovisual Aids; Class Activities; *English (Second Language); English for Special Purposes; Information Sources; *Instructional Materials; Second Language Instruction

This annotated bibliography lists print, non-print, and organizational resources for use by directors and teachers of English-as-a-Second-Language (ESL) programs. Citations are presented in three sections: (1) General Purpose ESL; (2) English for Specific Purposes; and (3) Teacher Resources. The first section lists basic texts and integrated skills texts, plus texts on listening, conversation and oral communication, ESL literacy, reading, writing, grammar, pronunciation, and vocabulary. Materials in the second section concern academic ESL, employment-related ESL, and civics. The third section, on teacher resources, covers theory and practice, classroom activities, teaching aids, journals, and professional organizations. Materials falling into two or more categories are cross-referenced. A title index, a list of publisher addresses, a form for recommending materials for inclusion in the list, and a publication order form are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 328 135 HE 024 180

Altbach, Philip G., Ed.; Lomotey, Kofi, Ed.
The Racial Crisis in American Higher Education.
PUB DATE- 15 Feb 91
NOTE- 275p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Access to Education; Affirmative Action; Case Studies; College Admission; College Environment; *College Faculty; *College Segregation; Equal Opportunities (Jobs); Faculty College Relationship; Faculty Recruitment; Higher Education; *Racial Bias; *Racial Relations; Student College Relationship; *Teacher Integration

This collection of essays addresses the need for continued research in race-related issues on college campuses. The book examines the causes and the impact of campus racial tensions by studying some key university case studies and by investigating some of the underlying elements of the crisis. Essays and their authors are as follows: "The Racial Dilemma in American Higher Education" (Philip G. Altbach); "The Changing Demographics: Problems and Opportunities" (Lewis C. Solmon, Tamara L. Wingard); "Racism and the Model Minority: Asian-Americans in Higher Education" (Sucheng Chan, Ling-chi Wang); "Race Relations on Campus: An Administrative Perspective" (Alan Colon); "The Undergraduate Curriculum and the Issues of Race: Opportunities and Obligations" (Leon Botstein); "Student Affirmative Action in Higher Education: Addressing Underrepresentation" (William T. Trent); "Black Faculty in Academia" (Kenneth W. Jackson); "Making the Short List: Black Candidates and the Faculty Recruitment Process" (Roslyn Arlin Mickelson, Melvin L. Oliver); "Practices of the Academy: Barriers to Access for Chicano Academics" (Maria de la Luz Reyes, John J. Halcon); "White Faculty Struggling with the Effects of Racism" (Joseph Katz); "Columbia University: Individual and Institutional Racism" (Eric L. Hirsch); "Beyond Recruitment and Retention: The Stanford Experience" (Sally Cole); "Race Relations and Attitudes at Arizona State University" (Leonard Gordon); "Cornell Twenty Years Later" (William D. Gurowitz); and a conclusion by Kofi Lomotey. An index is included. (GLR)

ED 328 198 HE 024 262

Cave, Martin; And Others
The Use of Performance Indicators in Higher Education: A Critical Analysis of Developing Practice. Higher Education Policy Series 2.
PUB DATE- 88
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Objectives; *Educational Quality; *Evaluation Criteria; Foreign Countries; Higher Education; Input Output Analysis; Instructional Effectiveness; Models; Outcomes of Education; *Performance; Performance Factors; Research; Standards
IDENTIFIERS- *Performance Indicators; *United Kingdom

This book gives an account of the present use and status of performance indicators in British higher education, set against the developing literature and experience of performance indicators in the United States and other countries. The book provides a critical survey of the range of devices being proposed but also points to possible patterns or strategies of use. The first chapter notes how the government of the United Kingdom has changed the assumptions upon which higher education is to be conducted and notes that the introduction of performance indicators forms part of a general shift from academic control over objectives and evaluation to control by the system and its managers. Chapter 2 reviews recent experience in the United Kingdom, the United States, and other countries. Chapters 3 and 4 offer a more technical survey of the components of performance indicators of both teaching and research. The approach relies heavily on a distinction between research and teaching outputs and costs. Chapter 5 reflects on the different models of performance indicators and their modes of application, and proposes how these models might be used by funding bodies and within institutions in the United Kingdom. Includes 138 references. (JDD)

ED 328 243 IR 014 850

Rathje, Linda
AppleWorks for Educators: A Beginning and Intermediate Workbook. Version 3.0.
International Society for Technology in Education, Eugene, OR.
PUB DATE- 90
NOTE- 450p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Printers; *Computer Software; Database Management Systems; Elementary Secondary Education; Instructional Materials; *Microcomputers; Spelling; Spreadsheets; *Teacher Improvement; Word Processing
IDENTIFIERS- *AppleWorks

This manual provides teachers with learning activities designed to improve their use of computer applications and to facilitate the integration of computers into the curriculum. Step-by-step instructions for AppleWorks allow hands-on experience in the following applications: (1) formatting disks and getting started in general; (2) word processing, which includes deletion, editing, moving blocks of text, inserting text, and practicing with a sample document; (3) printer options, which includes creating a template file, adding files to the desktop, changing page numbers, margins, or set-up, and printer type sizes and styles; (4) spell checking; (5) using a spreadsheet, which includes basic spreadsheet features, entering formulas or grades, additional functions and features, and creating a spreadsheet template; (6) databases, which includes arranging, creating, copying, and printing databases; and (7) mail merging. A data disk is available from the publisher that contains the files used in the activities. Supplementary articles from "The Computing Teacher" on word processing, spreadsheets, databases, and AppleWorks are provided. A command index, a glossary of computer terms, and a subject index are included. (DB)

ED 328 258   IR 053 415

Beyond Bibliographic Data: Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., March 29-31, 1989). Network Planning Paper No. 19.
Library of Congress, Washington, DC. Network Development and MARC Standards Office.
PUB DATE- 89
NOTE- 60p.; For Network Planning Paper No. 17--1988 conference, see ED 315 098.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bibliographic Databases; Computer Networks; *Full Text Databases; *Information Networks; *Information Retrieval; Information Storage; *Integrated Library Systems; Library Networks; National Programs; *Numeric Databases; Online Searching; *Research Tools

The seven papers in these proceedings focus on the characteristics and potentials of non-bibliographic databases in the context of library and commercial networks. Following an introduction by Sandra K. Paul, this report presents the individual papers: (1) "User Perspectives and Requirements: Creator of Non-Bibliographic Databases Has To Share with Others" (Rudolph M. Bell); (2) "Making Remotely Sensed Data More Accessible" (Charles E. Olson, Jr.); (3) "Networking and Access to Non-Bibliographic Databases: A Commercial Perspective" (Dennis McDonald); (4) "The Research Libraries Group (RLG) Assessment of Non-Bibliographic Information Needs" (Constance Gould); (5) "Summary of Three Non-Bibliographic Operating Entities" (C. James Schmidt); (6) "Beyond Bibliography or Creating the Rosetta Stone for the 21st Century" (Kenneth Dowlin); and (7) "Non-Bibliographic Databases in the Network Context: Meeting Notes and Discussion Comments" (Ronald F. Miller). A summary of the business session and a meeting agenda are included. (MAB)

ED 328 288 IR 053 449

Cook, M. Kathleen, Comp.

Sunny Hours: Children's Periodicals Published in the United States from 1789-1900 Collected by the Library of Congress.

PUB DATE- 90

NOTE- 58p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; History; *Library Collections; *Periodicals; Reference Materials

IDENTIFIERS- *Library of Congress

This is a bibliography of 236 children's periodicals published in the United States between 1789 and 1900 and collected by the Library of Congress represents those that could be identified and actually located. No comprehensive list of children's periodicals exists, therefore several sources were consulted to determine what had been published, which of those were in the Library of Congress collection, and the correct bibliographic information for each. The entries are arranged alphabetically by title and include: original place of publication; beginning and ending date; Library of Congress holdings; Library of Congress call number; title changes, if any; and an annotation. Although most of the periodicals contain stories and poems, this information has not been repeated in every annotation; only contents that could be considered unique or distinctive have been mentioned. If a periodical is located in a special area of the Library of Congress that is also indicated. (Author/MAB)

ED 328 343 PS 019 241

Keyes, Carol R.
Campus Children's Centers: Two Decades of Ferment.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campuses; *Colleges; *Day Care Centers; Early Childhood Education; *Ecological Factors; Educational Change; *Educational Development; Educational History; Higher Education; Program Descriptions
IDENTIFIERS- *Campus Child Care; *National Coalition for Campus Child Care Inc

Although children's programs have been on campuses since the turn of the century, their focus has changed in the last two decades, moving along a developmental continuum. Using Katz's constructs of developmental stages of preschool teachers, the field of campus children's centers is described as progressing through a survival, consolidation, renewal, and maturity stage of development. Each stage and its attending needs and recommendations is discussed within a national context to focus attention on the importance of the ecological nature of that development. (Author/BB)

ED 328 361   PS 019 411

Podmore, Valerie N.; Craig, Barbara H.

Study 9: The Impact of Microcomputers on Teachers and on the Observable Behaviours of Children Aged Four to Seven Years. Final Report. Evaluation of Exploratory Studies in Educational Computing.

New Zealand Council for Educational Research, Wellington.
PUB DATE- 89
NOTE- 130p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Case Studies; Classroom Research; Computer Software Reviews; *Computer Uses in Education; Courseware; Early Childhood Education; *Elementary School Students; Foreign Countries; *Kindergarten Children; Microcomputers; Parent Attitudes; *Social Behavior; Student Attitudes
IDENTIFIERS- *New Zealand

This exploratory study was designed to describe young children's social interactions and teachers' perceptions before and after the introduction of a microcomputer to classrooms and early childhood settings in New Zealand. Two junior school classes and two kindergartens participated. During the first term of 1986, baseline data in the form of independent observation, teachers' diary records, and interviews of the children were collected. A Commodore 64 computer with age-appropriate software was introduced to each classroom or kindergarten in the second term. Data subsequently collected included coded observations, teachers' diary records, teacher and child interview data, and parents' written responses to an exploratory set of questions. An independent observer coded 28 randomly selected children's behaviors before and after the introduction of the computers. Findings tended to support the view that many young children perceive computers as fun, and that microcomputers can enhance aspects of children's social interactions. However, results also suggest that careful planning is needed before microcomputers are introduced to early childhood and junior school learning environments. Appendices provide summaries of teachers' courseware evaluations and instruments used in the study. (Author/RH)

ED 328 407 SE 051 881

McArthur, David; And Others

Algebraic Thinking Tools: Supports for Modeling Situations and Solving Problems in Kids' Worlds.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jul 89

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Algebra; *Computer Assisted Instruction; *Computer Software; Equations (Mathematics); Mathematics Education; *Mathematics Skills; Models; Program Descriptions; Secondary Education; *Secondary School Mathematics; *Tutorial Programs

This Note describes several versions of an intelligent tutor for basic algebra that have been developed at the RAND Corporation. The versions of the tutor were built around several core components, including an algebra expert system and a student modeling component that can make inferences about misconceptions underlying students' errors. The different versions help students learn distinct kinds of mathematical reasoning skills. The first discussion concerns the equation-solving tutor, which focuses on the acquisition of relatively low-level symbol manipulation skills. Next, the model-building tutor which helps students acquire important mathematical reasoning skills that are not part of most algebra curricula, including the ability to formulate a mathematical model of real-world situations and to test mathematical hypotheses, is discussed. This document concludes with a discussion of the implications of the tutors for curriculum change. The pedagogical approach implicit in the tutors diverges from most classroom teaching principals. An "embedded" and "global-before-local" practice is advocated. (Author/CW)

ED 328 424 SE 051 899

Zamm, Michael; And Others
Training Student Organizers Curriculum, Revised Edition.
Council on the Environment of New York City, N.Y.
PUB DATE- 90
NOTE- 260p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Activism; Community Involvement; Conservation Education; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Leadership Training; *Learning Activities; Science Education; *Secondary School Science; Student Leadership; Teaching Guides
IDENTIFIERS- *New York (New York)

Between 1979 and June 1990, the Training Student Organizers (TSO) Program has motivated nearly 7,400 students and their teachers to organize over 260 environmental improvement projects serving their schools and neighborhoods in the New York City area. The projects run the gamut from clean up campaigns, murals, and letter writing efforts to energy conservation. This document presents the curriculum from the TSO Program including lessons on many topics including energy conservation, solid wastes, water, air, open space beautification and preservation, noise pollution, nuclear energy, and transportation; and teaching suggestions and process goals including "The Rationale for Citizen Participation," "Needs Assessment and Project Selection," "Project Planning and Initial Field Organizing," "Project Monitoring and Ongoing Participation Strategies," "Evaluation," and "Letter Writing and Petitioning." (CW)

ED 328 442 SE 051 919

Three-Year Sequence for High School Mathematics: Course I.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 90
NOTE- 87p.; For Course II, see ED 326 447.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Algebra; Calculators; Computer Assisted Instruction; Disabilities; Enrichment; Geometry; High Schools; *Instructional Materials; Interdisciplinary Approach; *Learning Activities; Mathematical Logic; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Probability; *Problem Solving; Resource Materials; *Secondary School Mathematics; State Curriculum Guides; Teaching Methods; Teaching Skills; Thinking Skills; Units of Study
IDENTIFIERS- *New York

The purpose of this revised syllabus/guide is to help teachers and administrators plan and implement Course I in the State of New York Three-Year Sequence for High School Mathematics for Regents credit. Course I builds upon the State mathematics curriculum outlined in the Department's mathematics K-6, Grade 7, and Grade 8 publications. This guide includes the role of problem solving, the Course I outline, resources for teachers, a statement of Regents goals, and a discussion of the special needs of handicapped students. The course outline includes the following topics: (1) "Logic"; (2) "Algebra"; (3) "Geometry"; (4) "Analytic Geometry"; (5) "Probabilities"; and (6) "Statistics". Each section contains examples and sample problems related to that topic. (KR)

ED 328 475 SO 021 050

Hardesty, Carolyn, Ed.
Caring for Iowa's Children.
Iowa State Historical Society, Iowa City.
PUB DATE- 90
NOTE- 33p.; For related documents, see ED 319 641, ED 314 356, ED 314 306, ED 309 131, ED 289 799 and ED 270 342.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adopted Children; Adoption; Child Advocacy; Child Rearing; Childrens Rights; *Child Welfare; Elementary School Students; Elementary Secondary Education; History Instruction; Instructional Materials; Public Agencies; Secondary School Students; *Social Agencies; *Social History; Social Services; Social Studies; *State History
IDENTIFIERS- *Iowa; *Orphans

This issue of ''The Goldfinch,'' a magazine of Iowa history for young people, features articles, stories, and activities concerning the history of persons and institutions that have cared for the children of Iowa. Among the articles included are 'What about the Children?'' ''Iowa's Orphan Annie''; and 'When Children Are Adopted.'' (DB)

ED 328 493 SO 021 145

Speltz, Carol A.; Shaugnessy, Michael F.
Human Interactions in Education: The Museum as an Experiential Learning Center.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Discovery Learning; Elementary Secondary Education; *Experiential Learning; Learning Activities; Learning Experience; Learning Strategies; *Museums; Student Experience
IDENTIFIERS- *Logotherapy

Although logotherapy has been generally seen as a therapeutic technique, its usefulness in other areas cannot be underestimated. This paper examines museum education from a theoretical "logos" perspective and from a practical application of effective museum utilization for students. While museums will never replace schools in the formal education process, they can provide invaluable supplemental services. Relying on real objects, not words, to stimulate creativity and inquiry, museums allow for relatively simple transfer to real world experiences. Long involved in traditional education, museums remain a voluntary place to learn; current literature indicates new approaches to learning through inquiry and hands-on offer experiences are not usually found in schools. Museums need to be more educationally accountable, teaching exhibits must have performance objectives, and museum/school staffs should strengthen relations to allow students full benefit of their experiences. A 37-item reference list is included. (DB)

ED 328 073 FL 019 038

Kitao, Kenji
A Study of Japanese and American Perceptions of Politeness in Requests.
PUB DATE- Mar 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Contrastive Linguistics; *Cultural Traits; *English (Second Language); Foreign Countries; Graduate Students; Higher Education; *Interpersonal Communication; *Japanese; Language Attitudes; Language Research; Questionnaires; *Social Behavior
IDENTIFIERS- Japan; *Politeness; *Requests

This study investigated the level of politeness of various forms of request made in English, as if spoken to an American, as perceived by college-level native speakers of English (n=80), Japanese speakers in the United States (n=34), and Japanese speakers in Japan (n=103). A semantic differential questionnaire measuring 10 levels of politeness was administered. The instrument consisted of three sections, namely: (1) ratings of requests that might be used in four situations; (2) ratings of frequency of use of request forms; and (3) demographic information, including language background. In the request situations used, relative status of the addressee is high in two situations, low in a third, and equal in the fourth. Familiarity was low and request magnitude small in all situations. Analysis of responses found support for almost all hypotheses concerning relative politeness of request forms, including the use of interrogatives, declaratives, imperatives with and without tag questions, tense, use of modals, positively and negatively worded requests, requests with tags, and negative politeness. No significant differences in perceptions were found between Americans and Japanese, but the Japanese in the United States perceived the requests as more polite than the other Japanese. The questionnaire is appended. (MSE)

ED 328 150 HE 024 203

Gee, Ann D., Ed.
Annual Giving Strategies: A Comprehensive Guide to Better Results.
Council for Advancement and Support of Education, Washington, D.C.
PUB DATE- 90
NOTE- 217p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- Alumni; Elementary Secondary Education; *Fund Raising; Higher Education; Income; *Institutional Advancement; *Marketing; *Private Financial Support; Private Schools; *Program Development
IDENTIFIERS- Annual Funds; Challenge Grants; Direct Mail Campaigns; Matching Funds; Matching Gifts; Phonathons; Telemarketing

This collection of 32 papers focuses on the annual fund as a basic and central part of development programs at schools, colleges, and universities. It describes the fundamental elements of the annual fund from planning to evaluation and sets forth methods of solicitation that reach all the institution's constituencies. Section 1, titled "Overview of the Annual Fund," contains six papers explaining the goals and strategies of the annual fund, its implementation through the planning calendar, methods of linking the annual fund to other programs, and the role of the annual fund in a capital campaign. Section 2, called "Techniques," discusses printed materials, direct mail, direct mail for special constituencies, phonathons, telemarketing, and the use of telemarketing consultants. Section 3, "Special Programs To Boost Success," deals with computer usage, matching gifts, challenge gifts, alumni directories, and events planning. Section 4, "Reaching Your Constituencies," focuses on specific constituencies such as students, reunion attendees, parents, faculty/staff, trustees, and the community. The final section is titled "Recognition and Evaluation" and covers the philosophy of recognition, techniques for recognition, the importance of supporting volunteers, and evaluating success. (JDD)

ED 328 166 HE 024 220

Papalewis, Rosemary
Interpretation of Student Data: Contextual Variables and Cultural Implications.
PUB DATE- Aug 90
NOTE- 28p.; Paper presented at the National Conference of Professors of Educational Administration (Los Angeles, CA, August, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Context Effect; *Data Interpretation; Ethnic Bias; Higher Education; Literature Reviews; *Predictor Variables; Sex Bias; Social Bias; Student Attitudes; Teacher Effectiveness; *Teacher Evaluation

This paper explores the common elements identified as context variables that may effect student evaluation of instruction, and presents literature from sociology, anthropology, and linguistics that offers renewed challenges to researchers in this area of data interpretation. The common context variables that are seen as effecting student evaluation of instruction are as follows: (1) course variables, such as required/elective, day or evening, course level, lecture versus discussion, and others; (2) instructor variables, such as rank, gender, full-time versus part-time, years teaching, individual rapport, and personality characteristics; (3) student variables, such as academic major versus minor, full-time versus part-time, gender, personality characteristics, and others; (4) administration variables, such as student anonymity, direction giving, timing of semester evaluations, etc.; and (5) instrument variables, such as placement of items, number of response alternatives, negative wording of items, and the labeling of all scale points versus labeling only end points. The paper examines teaching effectiveness through the communication style used by the instructor, as well as the biased expectations that can be held by instructors of their students' intellectual performance. Conversely, student bias towards teachers is discussed within the contexts of gender and sociocultural stereotyping. Contains 46 references. (GLR)

ED 328 182 HE 024 236

Hauptman, Arthur
New Ways of Paying for College.
PUB DATE- Feb 91
NOTE- 240p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Colleges; College Students; Corporate Support; *Economically Disadvantaged; Federal Aid; Financial Support; Higher Education; Loan Repayment; Needs Assessment; *Paying for College; Private Financial Support; Public Service; State Aid; *Student Costs; *Student Financial Aid; *Student Loan Programs; *Tuition Grants; Universities; Work Study Programs
IDENTIFIERS- Parent Loans for Undergraduate Students Program; State Student Incentive Grants; Supplemental Educational Opportunity Grants

This monograph investigates and discusses the various approaches of innovative financing initiatives in higher education which have developed over the last few years. The 16 chapters and authors are as follows: "Stresses in the Student Financial Aid System" (Martin Kramer); "Evolution and Prospects of Financing Alternatives for Higher Education" (Terry W. Hartle); "An Inventory of Innovative Financing Plans to Help Pay For Higher Education" (Jamie P. Merisotis); "Developing a National College Savings Agenda" (Theodore L. Bracken); "Prepaying for Higher Education: Why It Works" (Richard E. Anderson); "Issues of Equity in College Savings" (Sandy Baum); "New Varieties of Student Loans" (Martin Kramer); "Philanthropy, the Public School, and the University" (Robert H. Koff); "New York State's Liberty Scholarship Program" (Peter J. Keitel); "Corporate Support for Scholarships--A Tale of Two Cities" (John M. Cronin); "Public Service and Student Financial Aid" (Kathryn Mohrman; Susan Stroud); "New Ways of Paying for College: Should the Federal Government Help?" (Janet S. Hansen; Lawrence E. Gladieux); "The States' Role in Financing Higher Education: A Perspective" (Aims C. McGuinness, Jr.); "New Ways to Finance College Costs: An Institutional Budget Officer's Perspective" (Timothy R. Warner); "The Role of Employers in Financing Higher Education" (Ernest A. Lynton); and "The Role of Philanthropy in Higher Education" (Robert L. Payton). Chapter Notes are included. (LPT)

ED 328 213 IR 014 807

Elsom-Cook, Mark

Artificial Intelligence and Computer Assisted Instruction. CITE Report No. 4.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 86

NOTE- 15p.; A product of the Centre for Information Technology in Education (CITE). For related reports, see IR 014 806-809 and IR 014 811-813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Educational Environment; Expert Systems; *Instructional Systems; Interaction; *Programed Tutoring; Teacher Student Relationship

The purpose of the paper is to outline some of the major ways in which artificial intelligence research and techniques can affect usage of computers in an educational environment. The role of artificial intelligence is defined, and the difference between Computer Aided Instruction (CAI) and Intelligent Computer Aided Instruction (ICAI) is discussed. It is noted that the components of ICAI are similar to those of any traditional educational exchange in that they consist of a student, a teacher, and an environment. Distinctions are drawn between different existing programmed tutoring systems such as LOGO, GUIDON, Lisp, WHY, WEST, and IMPART in terms of: (1) user model, which forms a basis for assessment of the student, and constrains presentation of material, tasks, and generated examples to a form appropriate for the student; (2) domain knowledge, including domains with unconnected facts, closed domains with an underlying structure and a finite number of components, and open domains containing an infinite number of components and relationships; and (3) interaction style, which describes the relationship between the teacher and the student as well as the interaction between the environment and the student. It is concluded that further research on intelligent tutoring systems is required, but that one possible application of artificial intelligence technologies in education is the simplification of existing CAI approaches so that CAI can be used more extensively. (11 references) (DB)

ED 328 228 IR 014 827

Burge, Elizabeth J.
Marrow Bone Thinking: A Plea for Strengthened Qualitative Research in Distance Education.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at a Conference on Research in Distance Education (Caracas, Venezuela, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Context Effect; Data Interpretation; *Distance Education; *Educational Research; Foreign Countries; *Qualitative Research; Research Methodology

This report discusses the nature of research in the context of distance education and suggests that qualitative research be included as a research methodology for distance education research. Noting that qualitative research represents a shift toward more perceptual, context-embedded interpretive inquiry, the paper argues that it is well suited to the study of complex contextual factors in learning. Three overarching qualitative issues are discussed: (1) the application of traditional criteria such as validity, reliability, and objectivity; (2) coping with sexist biases in everyday and research settings; and (3) coping with apparently chaotic, incomprehensible findings. Five arguments in support of temporary understanding through qualitative research are reviewed, including individual differences, chaos theory, the evolutional character of development and learning, the roles of consciousness and free will in human activity, and quantum mechanics theory. It is concluded that qualitative research is necessary to gather and interpret people's multiple constructions of reality. (86 references) (DB)

ED 328 273   IR 053 432

Fisher, Patricia A.

Is Reserve a Jeopardized Service in Academic Libraries? A Position Paper.

PUB DATE- Oct 88
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Fair Use (Copyrights); Higher Education; *Librarian Attitudes; *Library Services; Library Surveys; *Reprography; Resource Materials; *Use Studies
IDENTIFIERS- *Reserve Book Collections

One hundred fifty academic libraries were surveyed to determine if professorial note photocopying services were a factor in any decline in use of reserve by faculty at their institutions. Eighty-six responses were received. While they did not feel that use of library reserve services were being jeopardized, respondents indicated a number of concerns about professorial note photocopying services. Some of the other most common reasons for the decrease in the use of reserve facilities cited by the respondents were the existence of new campus copying facilities; library concerns about copyright infringement; curriculum change; complaints about the costs, inefficiencies, and limitations of the reserve process; reduction in student enrollment; departmental reading collections; and the lack of publicity about reserve availability. Academic librarians may wish to acknowledge the possible attenuating effect of professorial note copying services on their operations. (A copy of the questionnaire is attached.) (Author/MAB)

ED 328 302 JC 910 091

Meltesen, Cal

Longitudinal Study of Performance of Students Entering Harper College, 1977-1988. Volume XVIII, No. 9.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 15 Jun 90

NOTE- 14p.; For a related document, see ED 309 805.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Age; College Transfer Students; Community Colleges; Degrees (Academic); Females; Full Time Students; Grade Point Average; Grading; Longitudinal Studies; Males; Part Time Students; *Student Characteristics; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students

IDENTIFIERS- William Rainey Harper College IL

A longitudinal study was conducted at William Rainey Harper College (WRHC) to observe the performance and achievements of students entering the college each fall from 1977 through 1988. Academic and personal data from transcripts were analyzed for randomly selected samples of 200 full- and 200 part-time students from each fall's entering class. Study findings included the following: (1) the implementation of a policy in 1974 allowing faculty to give a grade of N rather than F to students who did not attend classes caused average GPA's to rise from 2.31 to 2.62 for full-time students and from 2.29 to 2.74 for part-time students; (2) full-time students entering WRHC after the age of 21 had GPA's 0.24 points higher than their younger counterparts, while part-time students over 35 achieved GPA's 0.87 points higher than part-time students under 21; (3) the average GPA of female students was 2.55, compared to 2.48 for males; (4) persistence rates remained fairly constant over the years, with approximately 66% of the first-time, full-time students returning the following fall; (5) part-time students attended WRHC for an average of 3.9 semesters and earned an average of 18 credit hours, while full-time students averaged 4.8 semesters and earned an average of 45 credit hours; (6) older students were more likely to drop out before graduation; (7) while 35% to 40% of the students attended another school before WRHC, only about 10% actually transferred credit hours to Harper; and (8) consistent with national trends, American College Testing program scores have been dropping over the years, although high school class rank has remained fairly constant. Longitudinal data tables are included. (JMC)

ED 328 315 JC 910 106

Shaffer, Richard A.

General Community Needs Assessment: Conducted for the Development of the Educational and Facilities Master Plan.

Cuesta Coll., San Luis Obispo, Calif.

PUB DATE- Jun 90

NOTE- 80p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- Access to Education; *College Role; *Community Attitudes; *Community Characteristics; Community Colleges; Educational Attitudes; Educational Quality; *Enrollment Influences; Institutional Evaluation; Needs Assessment; Questionnaires; *School Community Relationship; Telephone Surveys; Two Year Colleges

IDENTIFIERS- Cuesta College CA

In 1990, a needs assessment survey was conducted of residents of San Luis Obispo County to gather information regarding community members' experiences with Cuesta College (CC), opinions about what CC should be doing, assessment of how good a job the college is doing, and obstacles preventing people from attending CC. Study findings, based on telephone interviews with 769 adult county residents, included the following: (1) over 90% of the respondents were able to identify CC as the local community college; (2) nearly 60% had attended a community college, and, of these, 53% had attended CC; (3) over 15% said that they planned to attend CC in the next 12 months; (4) 47.3% of the respondents indicated that an important obstacle to attending CC was that the campus was not conveniently located for them, 43% said that the college did not offer what they needed, 39.4% mentioned job conflicts, and 33.8% indicated that they needed a more advanced degree; (5) while 87% of the respondents indicated that it was "very important" for CC to provide education and training which help people get jobs, only 18% of the respondents felt that CC was doing an "excellent" job in fulfilling this function; and (6) 43% of the respondents indicated that they or their family had taken part in non-class activities at CC, including theatrical events and concerts. A question-by-question breakdown of survey results and the interview schedule are appended. (JMC)

Knight, William E.
Regional Campuses New Freshmen Survey.
Kent State Univ., OH. Regional Campuses. Office of Academic Assessment and Evaluation Services.
PUB DATE- Dec 90
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *College Freshmen; Community Colleges; *Participant Satisfaction; Questionnaires; *Student Attitudes; Student Behavior; Student Characteristics; *Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Kent State University OH Regional Campuses

In fall 1990, a study was conducted of new freshmen at the regional campuses (RC's) of Kent State University to gather information on the characteristics and goals of the new students and to determine their reasons for enrolling and their perceptions of the academic and student services provided. Surveys were mailed to all 2,390 new freshmen attending the seven RC's. Study findings, based on a 31.2% response rate, included the following: (1) 71% of the respondents were female, 90% were White, 5% were Native American, and 3% were African American; (2) 63% were between the ages of 18 and 22 years; (3) 62% were enrolled for 12 to 18 semester credit hours; (4) 40% said their most important academic goal was completing courses for transfer to a four-year college, while 35% cited completion of an associate degree as their most important academic goal; (5) preparing for a new career and improving knowledge and technical skills were most frequently given as important career preparation goals; (6) in terms of personal goals, 47% of the respondents cited developing the ability to be independent, self-reliant, and adaptable as important, while 29% were interested in learning skills that would enrich their lives; (7) asked about their reasons for enrolling at the RC's, 53% cited the close proximity to home or work, 16.5% cited program offerings, and 13.5% cited the low cost; and (8) the most frequent reasons cited for choosing a particular major were interest in the subject and relation to a given career. Data tables, the survey instrument and cover letter, and sample open-ended responses are included. (GFW)

ED 328 377 RC 017 968

Eckert, Jerry B.

Differences and Commonalities: Farmer Stratifications in the San Luis Valley Research/Extension Project Area. ARE Research Report.

Colorado State Univ., Ft. Collins. Dept. of Agricultural and Resource Economics.
PUB DATE- Dec 87
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agricultural Production; *Anglo Americans; Credit (Finance); Extension Education; *Farmers; Field Crops; *Hispanic Americans; Livestock; Objectives; Rural Extension
IDENTIFIERS- *Colorado (San Luis Valley); Farms

A research project in the San Luis Valley of Colorado sought to isolate a few unique farm types that could become target groups for the design and implementation of agricultural research and extension programs. Questionnaires were completed by 44 of 65 farmers in one watershed area of Conejos County. Analysis revealed a complex pattern of associations. Of the 41 farmers whose responses were used, 21 were Hispanic, 28 were full-time farmers, 18 were more than 60 years old, and 24 owned large farms (containing more than 340 irrigated acres). About half of Hispanics and 15% of Anglos were part-time farmers. Large farms were more likely to be operated by full-time farmers, by younger Hispanics, and by older Anglos. Hispanic farms grew fewer crop species, tended to be particularly dependent on alfalfa, and held virtually all sheep in the area. Younger farmers and full-time farmers were more likely to borrow money. Farm size was the most important influence on short-term management objectives. Differences between Hispanic and Anglo farmers have implications for extension educators and agricultural policymakers. An appendix explains the interpretation of statistical confidence statements. (SV)

Schneeberg, L. J.
R.I.P.: Registration Involving Parents.
PUB DATE- 30 Oct 90
NOTE- 15p.; Paper presented at the Small Schools Conference: Images for a New Age (Manhattan, Kansas, October 29-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •Course Selection (Students); High Schools; Orientation Materials; •Parent Participation; •Parent School Relationship; •School Registration; Small Schools
IDENTIFIERS- Kansas

The Registration Involving Parents Program was instituted at Hill City High School, Kansas to: (1) keep parents informed of academic goals of students; (2) allow teachers to be more directly involved in the goal-setting of students; (3) reduce class schedule changes after the beginning of the school year; (4) force students to justify choices and changes with valid reasons; and (5) enable faculty members to become more informed about other departments.

This packet of materials contains the script of a descriptive slide presentation, a sample page from a course description booklet, a list of graduation requirements, a registration form, a pre-enrollment form, and a description of the enrollment procedures. (ALL)

ED 328 458 SE 051 943

Williams, James A.; And Others

Science Attitude Analysis of Dayton Public School Teachers in Science.

PUB DATE- Feb 91

NOTE- 40p.; Contains some small, light, and broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Curriculum Development; *Elementary School Science; Elementary Secondary Education; Science and Society; Science Curriculum; Science Education; *Science Teachers; *Secondary School Science; Surveys; *Teacher Attitudes; Teaching Methods; Textbooks; Urban Education

IDENTIFIERS- Dayton Public Schools OH

As a beginning point for the curriculum revision process of the Dayton Public Schools, the attitudes of teachers and administrators in that particular urban area were assessed. A 17-item instrument was developed for use in the assessment. The instrument was mailed to all Dayton elementary, middle, and high schools. The attitudes held by Dayton Public School teachers regarding science instruction as it is practiced in the district's elementary, middle, and high school classrooms and the aspects of science instruction viewed as important by teachers were assessed. An introduction, limitations, methods, analysis, and discussion are included. A copy of the staff survey is appended. (KR)

Farley, Reuben W.; Raychowdhury, P. N.

Richmond Area Young Scholars Program.

Virginia Commonwealth Univ., Richmond. Dept. of Mathematical Sciences.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 2 Jul 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; *Black Students; College Programs; *College School Cooperation; *Enrichment Activities; Grade 7; Higher Education; Junior High Schools; *Mathematics Instruction; Mentors; *Physics; Program Descriptions; Science Instruction; Student Research; Summer Programs; Weekend Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Richmond Area Young Scholars Program; Virginia (Richmond); Virginia Commonwealth University

The Richmond Area Young Scholars program, designed for a target population of rising seventh grade black students in the Richmond, Virginia area, emphasizes mathematics and physics. Honors topics instruction will be provided by faculty of the Virginia Commonwealth University (VCU) and by pre-college faculty who are members of the Mathematics Teacher Professional Network. The program aims to nurture student interest in mathematics and physics, establish small group interactions with industry and academic researchers, and develop student research projects. The program includes formal mathematics and physics instruction, team research projects, activities in a space education training facility, and field trips. Selected students participate in a 3-week program, for 2 successive years, consisting of 12 day institutes on the VCU campus during the summer and 6 Saturday morning activities. Academic year follow-up activities include regular mentor contact and group activities through the Richmond Area Mathematics and Science Center. (JDD)

ED 328 289 IR 053 450

Meder, Marylouise D.
The Training of Teacher-Librarians--Paving the Way.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Educational Change; Educational History; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; *Librarian Attitudes; *Library Education; Library Instruction; *Library Role; Preservice Teacher Education; Public Libraries; School Libraries; Schools of Education; *Teacher Attitudes; Teacher Educator Education; Teaching Methods; United States History
IDENTIFIERS- *National Education Association

This report traces the emerging relationships between the school and library systems during the colonial era until the late nineteenth century. It examines the public library's influence on early educational methodologies, describes the beginnings of the cooperative movement between teachers and librarians, and the new interrelationship which developed between the libraries and the schools. Also detailed are early efforts in the normal schools (teacher training institutions) to inform teachers about the library's educational dimension, the movement to establish separate school libraries, the subsequent establishment of a school library section/department by the National Education Association (NEA) in 1898; the early beginnings of librarian training in normal schools and library skills instruction in school libraries, and the NEA report on the relations of public libraries to public schools. An epilogue provides a brief look at the late nineteenth century in which a more harmonious relationship developed between teachers and librarians. (122 references) (MAB)

ED 328 476 SO 021 054

Brown, Carol S.

K-12 Social Science Program Evaluation.

Des Moines Public Schools, IA. Teaching and Learning Div.
PUB DATE- Jul 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship Education; *Curriculum Development; *Curriculum Evaluation; Educational Planning; Elementary Secondary Education; *Evaluation Research; Geography Instruction; History Instruction; *Program Evaluation; *Public Schools; Social Sciences; *Social Studies
IDENTIFIERS- Des Moines Public Schools IA

A 10-year study was done by the National Council of Social Studies of the Holt/Rhinehart/Winston elementary social science program, which was adopted by the Des Moines public schools in 1983. The program was found to be comprehensive and compatible with student mental development, emotional maturation, and interest level. This document presents the evaluation of the curriculum content, including historical background, state standards, district policies and procedures, social science sequence of courses, instructional methods, and needs. The input evaluation analysis includes: budget, community, and revenue sources; time allotment; and equipment. The process evaluation contains goals, in-service staff development, professional meetings, communication network, needs, and goals. Product evaluation covers test results, an advanced placement report, classroom observations, enrollments standards, adherence to policies or regulations, and future plans. Primary goals include the development of socialization skills, geography skills, respect for ethnic diversity, appreciation of U.S. culture, understanding of democratic principles, and ideas and development of responsible citizenship. (NL)

ED 328 344 PS 019 242

Keyes, Carol R.

Campus Child Care: Diverse and Changing.

PUB DATE- 89

NOTE- 9p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Campuses; *Colleges; College Students; *Day Care Centers; Departments; Early Childhood Education; *Educational Change; Educational Needs; Higher Education; Literature Reviews; Parents; Program Descriptions; *Research and Development; *School Age Day Care; School Community Relationship

The major purpose of this paper is to describe the nature of the diverse and evolving forms of campus child care in the United States; the role they serve in support of the academic, service and research mission, their links with the community, and the challenges they face. (34 references) (BB)

ED 328 392 RC 017 988

Spears, Jacqueline D.; And Others
Accommodating Change and Diversity: Linking Rural Schools to Communities. A Report of the Ford Western Taskforce.
Kansas State Univ., Manhattan. Rural Clearinghouse for Education and Development.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 90
NOTE- 81p.; For a related document, see ED 326 362.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Case Studies; Economic Development; Elementary Secondary Education; Entrepreneurship; *Rural Development; *Rural Education; Rural Environment; *Rural Schools; *School Community Programs; *School Community Relationship; Social Services
IDENTIFIERS- *Educational Diversity; Nebraska; South Dakota

Rural America has been experiencing dramatic changes and is becoming an increasingly diverse society. To explore the process by which rural schools define and work towards change, case studies were conducted on two rural schools that have established unusually strong links with their communities. Information was collected by personal interviews with school personnel, students, and community members. The two case study sites, Belle Fourche, South Dakota, and York, Nebraska, developed programs to consistently work with the community. Both communities are struggling, however, facing increased social and economic needs at a time when fiscal resources and the population are decreasing. Belle Fourche uses the entrepreneurial curriculum as a vehicle to link the school to community development efforts; York has broadened a community education effort to coordinate social services for lifelong learning among the community's adults. In relation to the case studies, the document also reviews the decade-old themes that the rural school should be involved in local development. It focuses on (1) the reciprocal benefits for educational and economic development between the school and the community; (2) involvement of rural schools in community social services; and (3) rural schools' active role in lifelong learning for community adult members. A list of resource persons, a case study framework and questions, and a 45-item bibliography are included. (ALL)

ED 328 425 SE 051 900

Landis, Raymond B.

An Academic Career: It Could Be for You.

American Society for Engineering Education, Washington, D.C.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; College Faculty; *College Science; *Doctoral Degrees; *Engineering Education; Engineers; Faculty Development; Higher Education; Science Education; *Teaching (Occupation)

This booklet is designed to help engineering students to explore the possibilities of an academic career. Discussions include: "Is a Faculty Career for You?" "What are the Rewards of a Faculty Career?" and "Some Tips on Getting Your Ph.D." A list of resources is provided. (CW)

ED 328 443 SE 051 920

Podany, Zita
Ideas for Integrating the Microcomputer with High School Science.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneo [illegible] Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; Computer Netw [illegible] *Computer Uses in Education; Electronic Mail; High Schools; *Interviews; *Microcomputers; Science and Society; Science Education; *Scientific Literacy; *Secondary School Science; Teaching Methods; Technology; *Telecommunications

This report discusses how computers are being used in high school science classrooms. For this report, four high school science teachers were interviewed. The approach to science instruction described in these four interviews deals with the areas of scientific and technological literacy, making science learning fun and attractive, and stimulating the use of higher-order thinking skills. All are involved in the use of computers to enhance science instruction through activities based on microcomputer-based laboratories (MBL). The four subjects are participants in one of two projects dedicated to such computer application, LabNet and StarNet. Both LabNet and StarNet, projects of the Technical Education Research Centers (TERC), and MBLs are described. The characteristics common to all four of the interviewed teachers are discussed. The advantages and disadvantages of taking this approach are presented. (KR)

ED 328 459 SE 051 944

McFadden, Charles P.
The Atlantic Science Curriculum Project: In Search of a Path to Educational Reform. Research Report Nunber 1.
New Brunswick Univ., Fredericton. Atlantic Science Curriculum Project.
PUB DATE- Jun 90
NOTE- 71p.; For related documents, see SE 051 945-947.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Decision Making; *Educational Change; Educational Research; *Elementary School Science; Elementary Secondary Education; Inservice Teacher Education; Material Development; Professional Development; *Program Descriptions; Science Curriculum; Science Education; *Secondary School Science; Textbook Publication
IDENTIFIERS- *Atlantic Science Curriculum Project

This report is based on research comprising: (1) an examination of the paper trace of Atlantic Science Curriculum Project's (ASCP) history, including correspondence, records of meetings and conversations, contracts and curriculum documents, designs and materials; (2) a review of research and theoretical literature on the relationships between teaching, research, educational decision making, professional development and curriculum materials development; and (3) consideration of written and oral feedback to an initial draft of this paper from representatives of those constituencies with whom the ASCP has interacted. The first section, "A Revolutionary Reform of the System of Education," presents a model of educational change. The second section, "The interests of the Participants in Curriculum Reform," considers the relevant interests of students, teachers, authors, researchers, subject matter specialists, policy makers, parents and publishers in relation to curriculum change. Section 3, "Relationships Between Authors, Publishers and Policy Makers," examines relationships between the various participants in the process of curriculum development. Section 4, "A Strategy for Curriculum Development in the Context of an Educational Reform," suggests specific details of a strategy for a curriculum development project that aims to contribute to fundamental curriculum reform. (KR)

ED 328 494 SO 021 152

The Industrial Revolution. Land and Freedom--Issues in World History.

Henry George School, New York, NY.

PUB DATE- 90

NOTE- 13p.; For related documents, see SO 021 153-155.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Economics; *History Instruction; *Land Use; Learning Activities; Secondary Education; Social Studies; Teaching Methods; Womens Studies; *World History

IDENTIFIERS- *Industrial Revolution

Fifteen activities for secondary social studies classes are provided in this unit that focuses on four central ideas stressing the role that land and the free market played in the Industrial Revolution. (1) "Women and Property" discusses the changes in both the status and rights of women, particularly in terms of women's rights in land. (2) "A Shift in Economies" emphasizes the shift from a land-based economy to one based on capital. (3) "Geography and Its Impact" focuses on the interaction between man and the environment that shaped the Industrial Revolution in England. (4) "Advent of Free Markets" shows how state-controlled economies began to evolve into free markets. Each features a central theme and key concepts. (DB)

Kitao, Kenji; And Others
Independent Reading in English--Use of Graded Readers in the Library English as a Second Language Corner--.
PUB DATE- 90
NOTE- 48p.; Revised version of a paper presented at the Annual Meeting of the Federation of English Language Education Societies of Japan (4th, Kyoto, August 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Difficulty Level; *English (Second Language); Foreign Countries; Higher Education; *Independent Reading; Individualized Instruction; Language Research; *Reading Centers; *Reading Materials; Second Language Instruction
IDENTIFIERS- *Doshisha University (Japan)

A study investigated the use of a collection of English language books by Doshisha University (Japan) students of English as a Second Language (n=300). Four levels of readers, graded by vocabulary content were used in eight classes that offered individualized reading instruction. Students were given instruction in using graded readers, strongly encouraged or required to read them, given book report sheets, and, in freshman classes, offered extra credit for each book report. Analysis of student use of the books found that 161 read at least 1 book and turned in a report, and 69 of 207, who were offered extra credit did book reports. Choice of difficulty level was similar for students doing required reading and earning extra credit. About 90% of the books read were at the elementary or low-intermediate levels. Book level correlated positively with number of pages and time spent reading the book. Students evaluated the books for interest, maturity of content, usefulness, satisfaction, their own willingness to recommend them to friends, organization, difficulty of grammar, vocabulary, overall English, and prior knowledge needed for comprehension. Students also ranked their favorite books. Implications for language instruction are discussed. Materials used in the study, including the student survey and a list of graded readers, are appended. (MSE)

ED 328 090 FL 019 060

Fradd, Sandra H.

Foundations of Multicultural Education. Module 1. Bilingual/ESOL Special Education Collaboration and Reform Project.

Florida Univ., Gainesville. Dept. of Special Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 90

NOTE- 203p.; For modules 2-5, see FL 019 061-064.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)

DESCRIPTORS- *Bilingual Education; Civil Rights Legislation; Cognitive Style; Consultants; Court Litigation; Cultural Awareness; Cultural Differences; Elementary Secondary Education; *English (Second Language); Futures (of Society); Higher Education; High Risk Students; Immigrants; Inservice Teacher Education; *Limited English Speaking; *Multicultural Education; On the Job Training; Second Language Instruction; Social Change; *Special Education

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the first in a series of five, discusses key concepts for meeting the challenge of educating a multicultural, multilingual student population. Topics include: a history of immigration and predictions for the future; the effects of population shifts on the education of language minority students; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education and special education; understanding cultural and linguistic differences including different learning styles; and locating and using educational resources. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

ED 328 105 HE 022 867

Gilley, J. Wade; Dietz, Thomas

The Virginia Survey. Results from a Statewide Survey on Higher Education and Environmental Problems.

George Mason Univ., Fairfax, VA. Northern Virginia Survey Research Lab.

PUB DATE- 30 Jan 89

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Attitude Measures; Audience Response; Colleges; *Conservation (Environment); *Energy Conservation; *Higher Education; *Pollution; Public Opinion; Public Support; *Quality of Life; School Taxes; Telephone Surveys; *Tuition; Universities

IDENTIFIERS- *Virginia

The study described in this report was designed to measure the attitudes of Virginians towards higher education in Virginia and towards some environmental problems facing the Commonwealth. The survey questioned 517 Virginia citizens over age 18 whose households were chosen through random-digit-telephone dialing. Among the findings of the survey were the following: (1) even though Virginians would give a grade of "B" to their state four-year and two-year institutions, 50% of the respondents felt tuition at these same colleges and universities was too high; (2) 54% of those surveyed said they would support a tax increase for higher education; (3) 95% of the respondents could name the community college in their area; and (4) 60% considered community colleges very important to the economy of their communities. Nearly 90% of those surveyed considered Virginia a "good" or "excellent" place to live. Regarding the environment, 89% favored regulation of pesticides and fertilizers, and 94% supported recycling of trash. Additionally, 92% of those surveyed were aware of pollution in the Chesapeake Bay. Respondents expressed a strong concern with the "greenhouse effect," and a majority favored government-funded programs to plant more forests and help people save energy; however, they were also opposed to higher taxes on gasoline, electricity, natural gas, and other kinds of energy. Appendices contain information on characteristics of the sample and survey methodology. (GLR)

ED 328 136 HE 024 181

Nuwer, Hank
Broken Pledges: The Deadly Rite of Hazing.
PUB DATE- 90
NOTE- 340p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- College Students; Compliance (Psychology); *Death; *Fraternities; *Group Behavior; *Group Dynamics; Higher Education; High Schools; Inquiry; Legislation; Peer Influence; *Professional Associations; Social Psychology; *Sororities
IDENTIFIERS- *Hazing

The practice of hazing in college fraternities, sororities, high school clubs, professional societies, business, the military, and secret societies is investigated. Through the retelling of actual stories involving hazing, the book addresses the questions of why men and women haze and allow themselves to be hazed, how the problems of hazing can be solved, and what this pervasive tradition says about people and their efforts to bond themselves in groups. In particular, the book focuses on an investigation of events leading up to the death of one hazing victim (Chuck Stenzel), who attended Alfred University in New York State, and how his mother (Eileen Stevens) became America's leading anti-hazing advocate. Appended information includes a selective chronology of college hazing incidents and related miscellanea, a glossary, a reference list of news clippings, an appendix, and an index. (GLR)

ED 328 151 HE 024 204

Bok, Derek
Universities and the Future of America.
PUB DATE- 90
NOTE- 135p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Altruism; *Citizenship Responsibility; Curriculum; Developed Nations; *Economic Progress; *Educational Responsibility; Ethical Instruction; *Ethics; Higher Education; Humanism; Moral Values; Productivity; Research Universities; *Role of Education; Scientific Research; Social Change; *Social Problems

This expansion of the Sanford Lectures, delivered at Duke University (North Carolina) on March 23 and 24, 1988, discusses the issue of whether universities are doing enough to meet the many challenges that affect the United States' ability to maintain a growing, competitive economy while providing adequate security and opportunity for all its citizens; and the issue of whether universities are doing enough to build a stronger sense of civic responsibility, ethical awareness, and concern for the interests of others. It analyzes how higher education is responding to these issues and how they can contribute even more. It points out the importance of scientific research effort to economic progress and to the position of the United States with other industrial nations. Universities can contribute indirectly but significantly to almost all the efforts required to make the economy stronger and society more humane, especially in the fields of management education, engineering, and public administration. Many forms of personal responsibility that are essential to overcoming the most pressing national problems are being eroded; students need to be helped to develop stronger ethical standards and a greater concern for the welfare of others. Universities must pursue opportunities to promote ethical standards and civic responsibility through their curricula, rules of conduct, community service programs, and other policies and practices. References accompany each chapter. (JDD)

ED 328 167 HE 024 221

Stafford Student Loans. Millions of Dollars in Loans Awarded to Ineligible Borrowers. Report to the Chairman, Permanent Subcommittee on Investigations, Committee on Governmental Affairs, U.S. Senate.

General Accounting Office, Washington, DC. Information Management and Technology Div.

PUB DATE- Dec 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Students; Databases; Evaluation Methods; Federal Programs; Financial Audits; Higher Education; Information Needs; Investigations; *Loan Default; *Money Management; Paying for College; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Stafford Student Loan Program

This report presents the results of an investigation which evaluated the Department of Education's data base on Stafford Loans and discusses how the Department can use the information to prevent loan abuses. The investigation's findings reveal that loan defaulters may have obtained about $109 million in new loans, and that students received millions of dollars in loans over the legal loan limits. Areas where the Department could do more to prevent abuse are highlighted, and the inadequacy of data available to identify abuse is discussed. Also, suggestions are made for interim measures to improve the internal controls in the program. Finally, recommendations designed to help curb the abuses, as well as comments from the Department of Education concerning the evaluation, are presented. Appendices provide information on: (1) the objectives, scope, and methodology of the investigation; (2) problems related to missing, questionable, and erroneous data; (3) comments from the Department of Education; and (4) a list of the major contributors to the report. Tables provide data from examples of four students who have exceeded annual loan limits. (GLR)

ED 328 183 HE 024 237

Carter, Carol
Majoring in the Rest of Your Life. Career Secrets for College Students.
PUB DATE- 90
NOTE- 223p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Careers; *College Freshmen; College Students; Communication Skills; *Daily Living Skills; Employment Interviews; Employment Potential; Higher Education; Internship Programs; *Interpersonal Competence; *Job Application; Job Skills; Personnel Management; Programs; Resumes (Personal); *Self Evaluation (Individuals); Stress Management; Time Management

Primarily intended for college freshmen, this book provides practical advice and hints on ways to succeed in college and on setting career goals. Thirteen chapters outline and discuss various life skills and "tools" for succeeding in college and on the job, including planning and organizing; problem solving/analytical skills; creativity/innovativeness; teamwork; people management; leadership; communication and interpersonal skills; stress tolerance; resume-writing and job application. The book also includes effective study tips, suggestions for time management, and a personal inventory assessment quiz. Information on the following: (1) List of Companies with Summer/Winter Internships; (2) Books for Further Reference; (3) A List of Associations and Organizations for College Students; (4) Graduate School: Applying and Getting In; and (5) Continuing Your Education Once You Graduate is appended. A questionnaire requesting comments and suggestions about the book is also included. (LPT)

ED 328 199 HE 024 263

Ibsen, David J. S.
A Model for Implementing Cooperative Information Systems in Chinese Academic Institutions.
PUB DATE- 90
NOTE- 253p.; Ph.D. Thesis, University of Toronto.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Access to Information; *Bibliographic Databases; Cooperative Programs; *Educational Research; Foreign Countries; Higher Education; *Information Networks; *Information Services; Information Systems; Models; *Program Development; Program Implementation
IDENTIFIERS- *China; ERIC

The focus of this project is on the potential implementation of information systems in China which could provide better access to large North American bibliographic databases for the academic community. The development of a general model for implementing any educational innovation in any context is introduced. This general model is then used to evaluate a plan and develop a specific model for implementing a network to provide improved access in China to ERIC (Educational Resources Information Center). Emphasis in developing the model is on social and cultural factors, including language, economics, consideration of China's centralized hierarchical system of social control, and technological change. The proposed model emphasizes cooperation of existing information services to utilize existing resources in the most cost-effective manner and development of a network of computerized information systems to provide better access to both foreign and domestic information. The study used a naturalistic and participant-oriented approach and involved a case study, interviews, and site visits. Appendices contain background information, questionnaires, information on research methodology, detailed research findings, and information on the proposed Chinese Computerized Educational Resources Information Centers. (65 references) (JDD)

ED 328 229 IR 014 828

Podany, Zita

New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume II, No. 2.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 11p.; For Volume II, No. 1 of this series, see ED 320 570.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Simulation; Computer Software Reviews; *Courseware; Database Management Systems; Elementary Secondary Education; Fine Arts; Language Arts; Mathematics Instruction; Multimedia Instruction; Optical Data Disks; Postsecondary Education; Science Instruction; Second Language Instruction

This guide lists 19 software packages considered to be worthy of further consideration by other reviewing agencies and schools by a group of 17 computer coordinators from educational software preview centers and evaluation agencies. The following software is listed: (1) ASK-IT, an authoring tool; (2) Balance of the Planet, an environmental simulation game; (3) Combo Pack Graphics, 300 graphics pertaining to nature, holidays, history, world cultures, and community among others; (4) Decision, Decisions: The Environment, a simulation dealing with environmental issues; (5) Discis Books, language arts books enhanced with music, voice, and sound effects; (6) File Force, a database manager; (7) FileMaker Pro, a database manager; (8) French Assistant, Version 4, a collection of translation, reference, and writing tools; (9) Igor Stravinsky, The Rite of Spring, analysis of Stravinsky's ballet score; (10) MacGraphX, a charting and graphics tool; (11) MathLab (Series I, II, III), for whole numbers, fractions and decimals, and special topics; (12) McGee Visits Katie's Farm, a preschool program for becoming familiar with computers; (13) Physics Explorer Series; (14) Probability Lab, explores statistical concepts; (15) SimEarth, a science simulation; (16) Spanish Assistant, Version 4, a collection of translation, reference, and writing tools; (17) Special Writer Coach, for writing skills; (18) Talking Sticky Bear Series, explores shapes, the alphabet, and opposites; and (19) ToolBook 1.0, for creating and customizing graphic applications. Each listing contains a brief description, the price, hardware requirements, and grade level. Producer contact information is provided at the conclusion of the guide. (DB)

ED 328 244 IR 014 868

National High Performance Computer Technology Act of 1989. Hearings Before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred First Congress, First Session (June 21, July 26, and September 15, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

PUB DATE- 89

NOTE- 416p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computer Networks; *Federal Government; Government School Relationship; Hearings; *Higher Education; *Information Networks; Interprofessional Relationship; National Programs; *Research and Development Centers; Technological Advancement; Telecommunications

IDENTIFIERS- *Computer Industry; Congress 101st; *National Research and Education Network

This collection of statements focuses on Title 2 of S. 1067, which calls for the National Science Foundation to establish a National Research and Education Network (NREN) by 1996. This is one of several titles in a bill to provide for a coordinated federal research program to ensure continued U.S. leadership in high performance computing. The network proposed in Title 2 will link government, industry, and higher education; be developed in close cooperation with the computer and telecommunications industry; and be designed and developed with the advice of potential users in government, industry, and higher education. A total of 24 representatives of these three groups presented testimony and prepared statements at the hearings: (1) James H. Billington; (2) John Seely Brown; (3) James H. Clark; (4) A. Gray Collins, Jr.; (5) Craig Fields; (6) John N. Fischer; (7) O. Gene Gabbard; (8) Sheryl L. Handler; (9) Robert E. Kahn; (10) Richard T. Liebhaber; (11) Robert W. Lucky; (12) Daniel S. Masys; (13) David Nagel; (14) Ted Nelson; (15) J. William Poduska, Sr.; (16) Ray Reddy; (17) John A. Rollwagen; (18) Roger Schwantes; (19) Jacob T. Schwartz; (20) Karl-Heinz A. Winkler; (21) Irving Wladawaky; (22) Richard T. Wood; (23) William Wulf; and (24) Joe Wyatt. This report includes opening statements by Senators Gore and Pressler, the text of S. 1067, a transcript of questions addressed to the witnesses together with their responses, the prepared statements from the witnesses, and additional statements from the Association of American Publishers and Robert Kerry, U.S. Senator from Nebraska. (DB)

ED 328 259 IR 053 416

Davis, H. Scott, Ed.
Bibliographic Instruction in Indiana.
Indiana Library Association.; Indiana Library Trustee Association, Indianapolis.; Indiana State Library, Indianapolis.
PUB DATE- 88
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; *Librarian Attitudes; Library Automation; *Library Development; *Library Instruction; Public Libraries; School Libraries
IDENTIFIERS- *Indiana; Librarian Teacher Cooperation

This issue contains nine articles written by Indiana librarians involved in bibliographic instruction: (1) "Information Management Education--Beyond BI (Bibliographic Instruction)" (Gillian S. Gremmels); (2) "Dealing with the New Technology: An Instructional Primer" (Patrick Max); (3) "Librarian/Teacher Partnerships for Better Library Instruction: Two Views" (Freda Kegley and Julie Bobay); (4) "Course-Integrated Library Instruction: Earlham College Revisited" (Marsha A. Miller); (5) "Preparation for Undergraduate Bibliographic Instruction: A Personal Experience" (Mary Stanley); (6) "The Purdue Undergraduate Library Research Skills Instruction Program" (Dana E. Smith); (7) "A Statement of Opinion: Working under Cover To Promote OPAC (the Online Public Access Catalog)" (Matt Hannigan); (8) "Critical Thinking Skills: The Role of the School Library" (Elizabeth Hatton Zuelke); and (9) "Bibliographic Instruction and User Education: A New ILA (Indiana Library Association) Discussion Group" (Emily Okada and Mary Popp). (MAB)

ED 328 274 IR 053 433

Information Resources Management. A Bibliography with Indexes. 1984-1989. A Selection of Annotated References to Reports and Journal Articles Entered into the NASA Scientific and Technical Information System from 1984 through 1989.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
PUB DATE- May 90
NOTE- 204p.; Indexes have very small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Artificial Intelligence; Expert Systems; *Information Management; Information Networks; Intellectual Property; Library Automation; Management Information Systems; Man Machine Systems; *Scientific and Technical Information; Telecommunications
IDENTIFIERS- Computer Security

This information resources management (IRM) bibliography provides abstracts of reports and journal articles entered in the National Aeronautics and Space Administration (NASA) scientific and technical information system over a 6-year period. These abstracts are presented in 10 areas: (1) IRM activities and planning; (2) computers, telecommunications, and networks; (3) artificial intelligence, expert systems, and knowledge systems; (4) the human interface; (5) decision support; (6) applications to special areas; (7) management information systems; (8) scientific and technical information and libraries; (9) systems security; and (10) intellectual property. Seven separate indexes provide access to these abstracts by subject, personal author, corporate source, contract number, report number, and accession number. National Technical Information Service (NTIS) order numbers are provided for the items cited and a current NTIS price schedule (effective January 1, 1990) lists North American and foreign prices for standard and exception price documents and microfiche. (MAB)

ED 328 316 JC 910 107

Belcher, Marcia J.
Factors That Affect Success in Nursing. Research Report No. 89-28R.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Dec 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Basic Skills; *College Preparation; Community Colleges; Enrollment Trends; Grade Point Average; *Grade Prediction; *High Risk Students; Licensing Examinations (Professions); *Nursing Education; Predictor Variables; *Reading Skills; Two Year Colleges; Two Year College Students

In response to decreasing nursing program enrollments, less qualified enrollees, and decreasing scores on the national licensing board exams, a study was conducted at Miami-Dade Community College (MDCC) to examine factors that might contribute to success or failure among students entering the nursing program. In order to identify "high risk" students needing additional support, the study examined a number of program-entry variables, including preparatory courses taken, performance on prerequisite science courses, and scores on basic skills tests. Students were classified as having adequate preparation, having marginal preparation, or being in need of preparatory college work (CPW). Preprogram variables were then compared with such indicators of academic achievement as grades in the first core nursing course, first-semester grade point average (GPA), and status in the program after 2 years. Study findings included the following: (1) 55% of the students with adequate basic reading skills received grades of A or B in the nursing core course, while only 19% of those needing CPW performed as well; (2) 90% of the students with adequate reading basic skills obtained a 2.0 GPA or better, while only 65% of the CPW students had a 2.0 or better; (3) 50% of the students who had three or more repeats of prerequisite science courses earned a GPA of less than 2.0; and (4) the best predictor of first-term GPA was a combination of reading basic skills and the number of repeats in prerequisite science courses. Graphs, pie-charts, and detailed data tables are included. (GFW)

ED 328 362 PS 019 412

Podmore, Valerie N.
Junior School Class Size: Where Are We Now? Item 8. Set Number One.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Achievement; *Class Size; Cost Effectiveness; Elementary Education; Foreign Countries; Instruction; Job Satisfaction; Literature Reviews; *School Organization; Stress Variables; *Student Attitudes; Student Behavior; *Teacher Attitudes; *Teacher Student Ratio
IDENTIFIERS- New Zealand

Six major topics in the recent literature on class size concern the relation of class size to: (1) children's achievement; (2) other child variables, such as pupils' attitudes and behavior; (3) teacher variables, such as satisfaction and stress; (4) organization and instruction; (5) cost-effectiveness; and (6) the unique characteristics of small classes. This review discusses these topics and cites examples of studies on each topic. (RH)

ED 328 378 RC 017 969

Chow, Stanley H. L.; And Others
Rural Initiative: Evaluation of the Rural Schools Assistance Program.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Enrollment Rate; Enrollment Trends; Interviews; Program Effectiveness; Program Evaluation; Regional Characteristics; Research and Development; Research Projects; *Rural Education; *Rural Schools; *School Demography; *Technical Assistance
IDENTIFIERS- Arizona; California; Nevada; *Rural Schools Assistance Program; Utah

Rural schools in the western region states of California, Arizona, Utah, and Nevada are facing enormous challenges due to major shifts in the demographics of the region. Rapid growth in student enrollment, particularly of minority and limited English proficient students, the increasing rate of rural poverty and homelessness, and a projected teacher shortage, are only a few of the pressing problems which are stretching the limits of the "make-do" attitude prevalent in rural communities. To respond to the challenge, the Rural Schools Assistance Program was organized in 1987 to: (1) identify, gather, and disseminate information about programs, practices, and resources to rural, small schools in the region; (2) develop and strengthen networks of rural education service providers in the region; and (3) provide or broker technical assistance services to rural, small schools. This report evaluates the program based on interviews with the project participants from the four states. The program has hosted a wide variety of workshops and a regional conference on issues related to rural schools, developed and disseminated numerous research briefs and resource materials about promising rural practices, and conducted collaborative technical assistance projects in all four states in the region. These projects focused on interventions which improve rural staff development, enhance rural schools' ability to offer coursework, improve the performance of rural at-risk students, and help rural schools organize for school improvement. The measure of success for the projects is the assessment by participants in rural improvement consortia of the program. Appendixes include summaries of interviews with the project participants, student evaluations of distance learning, and evaluation of three workshop. (ALL)

ED 328 408 SE 051 882

Darling-Hammond, Linda; Hudson, Lisa

Pre-College Science and Mathematics Teachers: Supply, Demand, and Quality.

Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 89
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Demand Occupations; *Educational Improvement; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Higher Education; Mathematics Education; *Mathematics Teachers; Research Needs; Science Education; *Science Teachers; Secondary School Mathematics; Secondary School Science; Teacher Employment; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Mathematics Education Research; *Science Education Research

Many reports have pointed to the need to improve the quality of mathematics and science teaching in schools in the United States and to alleviate the shortage of qualified teachers. A policy focus on the teaching force is reinforced by the fact that the ability of the United States to compete in an increasingly technological world economy depends in part on the production of a larger, better, trained scientific workforce, while further educational improvement depends largely on improving the caliber of the teaching force. However, development of appropriate policies for effecting the required changes has been hindered by the lack of data and analyses on the nation's teacher workforce. Without a clear understanding of the scope and qualifications of that workforce, targeted policies are difficult to design and implement. This document reviews the available data on teacher supply, demand, and qualifications, examining both what they reveal about the nature of the mathematics and science teaching force, and how existing data on teacher supply and demand may be better utilized. A list of 70 references is included. (CW)

ED 328 121 HE 024 166

Smith, Elske
Minority High School Student Research Apprentice Program.
Virginia Commonwealth Univ., Richmond. Coll. of Humanities and Sciences.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 18 Jun 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Biomedicine; Career Exploration; Compensation (Remuneration); *Experiential Learning; *Health Occupations; Higher Education; High Schools; Medical Education; Mentors; *Minority Groups; Program Descriptions; Student Interests; *Student Research; Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Virginia (Richmond); Virginia Commonwealth University

The Minority High School Student Research Apprentice Program in Richmond, Virginia, aspires to stimulate among minority high school students an interest in pursuing careers in biomedical research and the health professions. Students are paid hourly wages commensurate with what they could earn at summer jobs. Students work with faculty mentors in their laboratories for 8 weeks during the summer, learning how to conduct research and report their findings. For an hour each week, the students also meet with officials representing such other aspects of the university as financial aid, admissions, Honors, and undergraduate education. In addition, students in this program interact with middle- and secondary-school minority students in other programs on campus at the same time: a 2-week urban journalism workshop for minority high school students and a Young Scholars program in mathematics for black seventh graders. This project description outlines student selection, program evaluation results, and funding. (Author/JDD)

ED 328 214 IR 014 808

Elsom-Cook, Mark

Intelligent Computer-Aided Instruction Research at the Open University. CITE Report No. 10.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 30 Apr 87

NOTE- 11p.; A product of the Centre for Information Technology in Education (CITE). For related reports, see IR 014 806-809 and IR 014 811-813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Distance Education; Educational Research; *Expert Systems; Foreign Countries; Higher Education; Open Universities; *Programed Tutoring; Teaching Machines

IDENTIFIERS- *Open University (Great Britain)

This document introduces the aims and activities of the Intelligent Computer Aided Instruction (ICAI) research community situated within the Centre for Information Technology in Education (CITE) at the Open University in Great Britain, outlines the nature of the problems which come under the auspices of ICAI, and describes the research contribution being made in this area. The first of two sections presents a definition of ICAI and discusses its goals, methods of approaching ICAI, the current state of ICAI research, and the potential for expanded research in ICAI. The second section examines the existing ICAI community at the Open University, and describes the application of ICAI for teaching arithmetic, musical composition, and foreign language skills. Also outlined are research studies on problem-solving by students in physics, the analysis of structured tutoring dialogues, and other theoretically based issues in the application of artificial intelligence to education. The paper concludes with brief descriptions of the Open University as an environment for ICAI research and of the resources available for that research. A complete list of CITE reports is appended. (DB)

ED 328 303 JC 910 092

Lucas, John A.
UCLA Higher Education Research Institute Faculty Survey-1990. Volume XVIII, No. 10.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 1 Jun 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Community Colleges; Comparative Analysis; *Faculty College Relationship; Faculty Integration; Faculty Organizations; Faculty Workload; Higher Education; Males; National Norms; National Surveys; Participative Decision Making; Tables (Data); *Teacher Attitudes; *Teaching Conditions; Two Year Colleges; Universities; *Women Faculty
IDENTIFIERS- *Cooperative Institutional Research Program; William Rainey Harper College IL

In 1990, William Rainey Harper College (WRHC) participated in the annual faculty survey conducted by the Higher Education Research Institute in California. Of WRHC's full-time faculty, 97 responded to the survey for a 50% response rate. Results from the survey were compared with those from two-year and four-year institutions nationwide. In addition, 10 questions were asked of the WRHC faculty only. Study findings included the following: (1) faculty attitudes toward the administration and working conditions were much better at WRHC than at other two- and four-year colleges; (2) male faculty at WRHC were of a higher rank, were more likely to be tenured, and earned a higher salary than female faculty at the college; (3) female faculty at WRHC spent fewer hours per week in scheduled teaching than other community college faculty, but more time in committee work and administrative activities than the national average; (4) the most prevalent sources of stress for Harper faculty were time pressures, lack of personal life, household responsibilities, and students; (5) in comparison with faculty at other institutions, Harper faculty were less interested in increasing the numbers of minorities on the faculty or in the student body, or in dealing with minority issues; (5) women faculty at Harper were much more likely to assign student presentations and use experiential learning approaches than male faculty; (6) the four most important professional goals of Harper full-time faculty were to be a good teacher, be a good colleague, engage in outside activities, and become an authority in one's field; and (7) female faculty at Harper were more willing than males (78% versus 61%) to commit time to making shared governance work. Data tables and the survey instrument are included. (JMC)

ED 328 330 JC 910 129

Strengthening Student Transfer and Articulation within the University of Nevada System.

Nevada Univ. System, Reno. Articulation Board.

PUB DATE- Oct 90
NOTE- 59p.; Appendic C (6 pages) has small, filled type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Records; *Articulation (Education); *College Transfer Students; Community Colleges; Educational Trends; Higher Education; Institutional Mission; *Intercollegiate Cooperation; Outcomes of Education; Program Evaluation; *Statewide Planning; *Student Characteristics; *Transfer Policy; Transfer Programs; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *Nevada

In 1990, a study was conducted to review and evaluate the condition of transfer and articulation among the four community colleges and two universities within the University of Nevada System (UNS) and to propose policies and procedures to strengthen and support the transfer system. Over 2,000 transcripts of UNS graduates from the classes of 1986 and 1989 were analyzed for information on the patterns and performance of Nevada community college transfer students. This four-part report provides background information, profiles transfer students, identifies major issues, and offers recommendations for system improvement. Section I discusses articulation within the UNS, reviews the community college mission, describes the faculty articulation task forces and special program articulation, and highlights significant trends in student demographics. Section II provides a profile of the UNS transfer student, noting that students transfer at all points in their educational careers, and that a number of four-year college students return to community colleges or enroll simultaneously to earn supplemental credits. Section III discusses 11 major issues and offers 32 recommendations concerning admission requirements, easing the transfer process, capstone programs, course and program articulation, equitable in-state and out-of-state policies, board of regents' requirements and general education core requirements, common introductory-level courses, impact of community college enrollment patterns, improved student records system, performance of transfer students, and communication among students, faculty, and administrators. Section IV offers conclusions about successful articulation. The UNS Board of Regents' policy on articulation is appended. (JMC)

ED 328 345 PS 019 279

Feng, Jianhua
Thinking and the Teaching of Thinking for Children.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cognitive Processes; *Educational Strategies; Elementary Education; *Elementary School Curriculum; *Elementary School Students; *Skill Development; *Teacher Role; Teaching Guides; *Thinking Skills
IDENTIFIERS- *Knowledge

Changes in the world make it urgent to give serious, conscientious and systematic attention to teaching thinking skills to children throughout the school curriculum, across all grade levels, and in all subjects. The nature of thinking is discussed in terms of its key components--cognitive operations, certain kinds of knowledge, and certain attitudes and dispositions. Other characteristics--purpose, development, modalities, context, and environment are considered next, as are various perspectives--particularly the constructivist perspective. All of this information provides background for the final consideration, namely, strategies which have been suggested by various experts to enhance the development of thinking skills among children. Teaching strategies include placing the cognitive demand on the child; drawing the child's attention to a discrepancy, contradiction, or inconsistency; and involving the child in mental activity that requires going beyond the obvious concrete event. It has also been suggested that teachers should encourage students to interact with each other--to generate cognitive demands on their fellow students. (BB)

ED 328 426 SE 051 901

Lott, Johnny W., Ed.
Student Math Notes, January-November 1990.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 90
NOTE- 21p.; A supplement to the National Council of Teachers of Mathematics' News Bulletin.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Enrichment Activities; Geometric Concepts; *Geometry; High Schools; Learning Activities; Mathematics Education; *Mathematics Instruction; *Number Concepts; *Problem Sets; *Secondary School Mathematics; Statistics

Five sets of activities for students are included in this document. Each is designed for use in secondary school mathematics instruction. Topics include: (1) "5-Con Triangles"; (2) "Striking Sequences"; (3) "Invariants"; (4) "On the Ball," (a geometry lesson); and (5) "Coloring Maps." These topics focus on geometric and statistical concepts. Each set contains a variety of activities, an extension section, and an answer key. Pages may be reproduced for classroom use without permission. (CW)

ED 328 495 SO 021 153

Rubenstein, Stan
Land and Freedom Twenty Lessons for High School American Studies Classroom Instruction .
Henry George School, New York, NY.; Robert Schalkenbach Foundation, Inc., New York, NY.
PUB DATE- 82
NOTE- 82p.; For related documents, see SO 021 152-155.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indians; Developing Nations; Economics; *History Instruction; *Land Use; Learning Activities; Secondary Education; Social Studies; Teaching Methods; United States History; *World History
IDENTIFIERS- Latin America

Twenty self-contained lessons about land and freedom feature activities that can be used with high school social studies classes. The lessons are: Indian Land Ownership, The Dutch and the New World, Colonial Mercantilism, the Declaration and Natural Rights, Jefferson and Liberty, Louisiana Purchase, the Tariff Issue of 1824, Panic of 1837, John Jacob Astor--America's Wealthiest Man, the Antirent Riots in New York State, Irish Immigration, the Mexican Cessions, Railroad Land Grants, Homestead Act, Forty Acres and a Mule, Imperialism in Central America, the Closing of the Frontier, the Reform Period and Henry George, Roosevelt--the Deficit and the New Deal, and Land--Our National Heritage. Each lesson includes a theme, a sub-theme, background, concepts, performance objectives, and related texts. (DB)

ED 328 260 IR 053 417

Bourbon, Terri, Ed.
Catalog of ERIC Clearinghouse Publications.
ACCESS ERIC, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 139p.; This catalog is updated and published annually.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clearinghouses; *Education; Elementary Secondary Education; Higher Education; Literature Reviews; *Publications; Reference Materials; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- *ERIC

The "Catalog of ERIC Clearinghouse Publications" lists approximately 500 titles of publications prepared by the ERIC Clearinghouses and currently available in original copies from them. It is the equivalent of a "Books-in-Print" for the ERIC Clearinghouses. The titles listed range across the past several years. Titles are arranged by Clearinghouse and within Clearinghouse by type of publication, e.g. digests, trends and issues papers, Q&A's, books, literature reviews, etc. Each entry provides only title, order number, and price. A comprehensive subject index provides access to the titles by subject (ERIC Descriptor). This catalog is to be distinguished from the annual "ERIC Clearinghouse Publications" which is subtitled "an annotated bibliography of information analysis products and other major publications of the ERIC Clearinghouses, January-December Year ." This latter publication lists only the ERIC Clearinghouse publications announced in "Resources in Education (RIE)" during the year just past. (AA)

ED 328 290   IR 053 452

Klentschy, Michael

Use of Information Referenced Testing To Monitor Policy Information Attenuation in a Large Urban District.

PUB DATE- Mar 90

NOTE- 35p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990). Computer print-out page at the end of the document may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Administrator Effectiveness; *Decision Making Skills; Educational Needs; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Evaluative Thinking; *Information Needs; Misconceptions; *Policy Formation; Questionnaires; School Districts; Surveys; Urban Schools; User Satisfaction (Information)

Misinformation at the point of implementation for educational policy is a serious problem with legal as well as financial implications. As is apparent in public education when central authority for policy making increases due to shifts in power and control, and local decision making decreases, as in public education, local districts and individual school administrators are most vulnerable to information attenuation (loss) and distortions (misinformation). This study examines the information attenuation in a large urban school district between school board policies, implementation procedures, and the school administrators' information base. Using Information Referenced Testing (IRT) procedures, this study quantitatively examines the attenuation and distortions in school board policies and implementation procedures and designs appropriate staff development interventions to address the problem. A copy of the questionnaire and computer printouts of data analyses are appended. (8 references) (Author/MAB)

ED 328 363 PS 019 432

Kagan, Sharon L.; And Others

Collaborations in Action: Reshaping Services for Young Children and Their Families.

Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
PUB DATE- Sep 90
NOTE- 240p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agency Cooperation; *Day Care; Early Childhood Education; Institutional Characteristics; National Surveys; Questionnaires; *Social Services; *Systems Development; Young Children
IDENTIFIERS- *Child and Family Protective Services

A study was conducted to: (1) enrich the knowledge of collaboration among child and family services providers by identifying and describing effective early care and education collaborations; and (2) create an analytic framework for the study of critical issues affecting the ability of collaboration to improve the quality, comprehensiveness, and availability of services to children from birth to 8 years of age. Collaboration refers to systematic multilateral efforts that seek to improve services rendered by all collaborative parties. Chapter I sets the context of the study and identifies study goals. Chapter II delineates methods and limitations of the study. Chapter III discusses the sample of collaborations studied and their general characteristics. Chapter IV analyzes the ways in which the collaborations function. This chapter also covers the developmental process of the collaborations and the variables that mediate that process. These variables include goals, resources, power, and leadership. Chapter V delineates the outcomes of collaboration, particularly quality, access, comprehensiveness, equity, public information, advocacy, and cost-effectiveness. Chapter VI discusses the findings. Chapter VII discusses implications for practice, policy, and research. Chapter VIII profiles the 72 collaborations studied. Related materials are appended. (RH)

ED 328 444 SE 051 921

Podany, Zita

Software for Middle School Physical Science.

Northwest Regional Educational Lab., Portland, OR. Technology Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 90

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Computer Assisted Instruction; *Computer Software Reviews; *Computer Software Selection; *Courseware; Electricity; Energy; Intermediate Grades; Junior High Schools; Magnets; *Middle Schools; *Physical Sciences; Science Education; Scientific Concepts

IDENTIFIERS- Apple Microcomputers; *Computer Interfacing; IBM Personal Computer

This final report in the MicroSIFT series reviews 10 software packages that deal mainly with the areas of electricity, magnetism, and heat energy. Software titles appearing in this report were selected because they were judged to be exemplary according to various criteria in the MicroSIFT Evaluator's Guide, with some additions to address science directly. All of the software serves to supplement regular classroom laboratory instruction. Basic computer-based tool packages were included for temperature-dependent experiments. Although the computer-based tool packages do not directly relate to electricity and magnetism, they do provide a steppingstone into using the computer as a tool to aid scientific discovery. Software packages are divided between those that use thermistor probes as lab tools and electricity and magnetism concept development software. (KR)

ED 328 477 SO 021 055

C-Span in the American Government Classroom.
National Cable Satellite Corp., Washington, DC.
PUB DATE- 90
NOTE- 25p.; Photographs and two-tone graphics may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Cable Television; Citizenship Responsibility; Civics; Class Activities; *Educational Television; High Schools; Instructional Materials; Political Science; Primary Sources; Social Studies; Teaching Guides; *United States Government (Course); Units of Study
IDENTIFIERS- CSPAN

Encouraging educators' use of live and unedited television coverage of the functions of government, this publication contains seven lessons for the high school social studies curriculum. The C-Span has no time or space constraints and broadcasts all events in their entirety; unedited lessons teach concepts and objectives and the emphasis is on the process of government. Lessons cover congressional hearings, how a bill becomes law, negotiating and compromising, congressional leadership, qualifications for Congress, Congress and the executive branch, and types of persuasion. Each lesson has an overview, list of objectives procedure, follow-up activities, and worksheets. (NL)

ED 328 106 HE 023 394

Schaefer, William D.
Education without Compromise: From Chaos to Coherence in Higher Education.
PUB DATE- 90
NOTE- 153p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Academic Education; *Change Strategies; *College Curriculum; College Faculty; College Role; Curriculum Development; *Educational Change; *Educational Quality; Higher Education; Humanities; *Liberal Arts; Personnel Policy; Publish or Perish Issue; Reading Skills; Second Language Instruction; Teacher Role; *Undergraduate Study; Writing Skills

This discussion of the quality of higher education examines how and why academic institutions are failing to provide students with a meaningful undergraduate education, and what can and should be done about it. It argues that colleges and universities, in an attempt to simultaneously provide an academic education and train students for careers, have undermined the purpose and value of traditional liberal arts education. Chapters are devoted to the knowledge explosion as an emerging crisis in the academic disciplines, reading and writing as essential to a coherent curriculum, the need for more widespread foreign language competence among college graduates, the teacher's role in awakening the student's need to know, the publish-or-perish dilemma, and the problem of limited interest in the humanities. In addition, the book calls for major changes in higher education that would replace a chaotic patchwork curriculum with a coherent sequence of studies designed to develop students' understanding of the world and to help them think, communicate, and make decisions in life and work. Recommended changes in policies and practices governing teaching, research, and reward systems are detailed. (MSE)

ED 328 137 HE 024 182

The Challenge of Connecting Learning. Liberal Learning and the Arts and Sciences Major. Volume 1.

Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.
PUB DATE- Jan 91
NOTE- 47p.; For Volume 2 in this set, see HE 024 183.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Colleges; *Course Evaluation; Educational Change; *Educational Improvement; Educational Needs; *Educational Practices; Higher Education; *Liberal Arts; Majors (Students); *Undergraduate Study; *Units of Study; Universities

This report addresses issues concerning arts and sciences majors, including how students and faculty view the major, the organization of the major in many institutions, restructuring the major, the importance of "connected learning," underrepresented students, and common dialogues across disciplines. Also, the report stresses the importance of the major in the intellectual lives of students and advocates significant changes in the way major programs are offered at colleges and universities across the country. Organizing principles for properly structured majors are discussed; these principles are designed to help the students: (1) develop their capacities to understand and analyze; (2) provide opportunities for students to explore questions and generate their own; (3) help students reflect critically on various approaches to knowledge; and (4) relate to general education in a way that helps the students gain perspective on their own fields as well as others. In addition, the report discusses the elements that are determined to be necessary for every major so that the curriculum structure is clearly understood and meaningful. Finally, examples of promising practices are provided that illustrate the different elements of a well-structured major: curricular coherence; critical perspectives; connected learning; and inclusiveness. (GLR)

ED 328 152 HE 024 205

Wilson, Mary Alice B.
Western Massachusetts Five College/Public School Partnership.
PUB DATE- Jun 90
NOTE- 9p.; Paper prepared for presentation at the American Association of Higher Education Conference "Mainstreaming Academic Partnerships" (Chicago, IL, June 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Consortia; *Cooperative Programs; Elementary Secondary Education; Higher Education; *Shared Resources and Services; Teamwork
IDENTIFIERS- *Massachusetts (West); Program Characteristics; *Western Massachusetts Five Coll Pub Sch Partners

The Western Massachusetts Five College/Public School Partnership was organized to strengthen communication and share resources among the schools in western Massachusetts and the members of a higher education consortium called Five Colleges, Inc. (comprising Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst). The Partnership is directed by a Steering Committee of faculty and administrators from the colleges and schools, and representatives from the Massachusetts State Department of Education and the Massachusetts Teachers Association. The Partnership helps organize school/college collaborative projects and connects groups with each other so that they can expand their own collaborative ideas. The projects are planned by committees of school and college faculty who share a common academic discipline or area of interest. The Partnership sponsors academic-year conferences and seminars as well as summer institutes, research fellowships, and curriculum/resource development projects. The Partnership communicates via a newsletter, an electronic bulletin board, and personal contacts. This paper describes the Partnership's staffing, structure and resources, and evaluation procedures. (JDD)

McMinn, William G.

Review of Programs: Architecture; Architectural Technology; Landscape Architecture; Interior Design; Construction and Construction Technology; Building Construction; Urban and Regional Planning. Report to the Board of Regents, State University System of Florida.

State Univ. System of Florida, Tallahassee. Board of Regents.

PUB DATE- Mar 88

NOTE- 107p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Architectural Drafting; *Architectural Education; Building Design; Construction (Process); *Educational Demand; *Educational Planning; Higher Education; Interior Design; Landscaping; Technical Education

IDENTIFIERS- Program Review; *State University System of Florida

This report is an update of a report on the development and status of various programs in architecture and related fields in the State University System of Florida, a report that was submitted to the Board of Regents in May 1983. The objectives of this updated report, like those of the earlier one, are to review the anticipated needs of the various professions for qualified personnel, to attempt to project the growth of the state, and to match the institutional requirements for professional education in these related areas. Schools represented in the review are Florida State University at Tallahassee, Florida Agricultural and Mechanical University at Tallahassee, University of Florida at Gainesville, University of South Florida at Tampa, Florida International University (FIU) at Miami, Florida Atlantic University (FAU) at Boca Raton, and University of Miami at Coral Gables. Two centers were also visited: Florida Center for Urban Design at Tampa, and FAU/FIU Joint Center for Environmental and Urban Problems at Fort Lauderdale. Prior to the program reviews, the 10 original 1983 consultants' recommendations are provided, as well as program evaluations based on the developments that occurred during the interim in response to each recommendation. Appendices include the site visit schedule, a list of the university coordinators, the consultants' vitae, and the academic degree program inventory through January 1988 for all the schools in the report. (GLR)

ED 328 184 HE 024 238

Endo, Jean J., Ed.
Institutional Research: Coming of Age. General Session Presentations at the Annual Forum of the Association for Institutional Research (30th, Louisville, Kentucky, May 13-16, 1990).
Association for Institutional Research.
PUB DATE- May 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational History; Educational Quality; *Futures (of Society); Higher Education; *Institutional Research; *Leadership; Management Teams; *Teamwork
IDENTIFIERS- Association for Institutional Research

Synopses of six conference presentations are provided in this pamphlet, dealing with the theme of leadership and professional standards in university settings and the influence of social and technological challenges. In "Leadership and Team Building: Key Ingredients to the Institutional Research Role of the Future," Robert L. Taylor challenges institutional researchers to play a greater leadership and team building role in their institutions. In "What Does the Future Hold for Institutional Research?," George Keller considers the twin pulls toward greater centralization and greater decentralization of information in higher education, and the issue of external change versus internal demands. "A Personal Retrospective on the Development of Institutional Research," by C. Robert Pace, describes lessons learned on understanding institutional goals, developing questionnaires, and associating institutional research too explicitly with administrative decision making. "A Fundamental Challenge for the Institutional Research Profession," by Frans A. van Vught argues that institutional research lacks a scientific base. "From the Past for the Future," by Gerald W. McLaughlin, examines the role of the Association for Institutional Research over its 30 year history. In "Quality in Higher Education--A Verb, Not a Noun," Lawrence A. Sherr outlines five ingredients of continuous process improvement: honesty, shared vision, patience, commitment, and a theory or plan. (JDD)

ED 328 200 HE 024 264

Wyatt, John
Commitment to Higher Education: Seven West European Thinkers on the Essence of the University: Max Horkheimer, Karl Jaspers, F. R. Leavis, J. H. Newman, Jose Ortega y Gasset, Paul Tillich, Miguel de Unamuno.
PUB DATE- 90
NOTE- 133p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Curriculum; *Educational Philosophy; *Educational Responsibility; *Higher Education; *Learning; *Role of Education; Social Responsibility; Universities
IDENTIFIERS- Horkheimer (Max); Jaspers (Karl); Leavis (F R); Newman (Cardinal John Henry); Ortega y Gasset (Jose); Tillich (Paul); Unamuno (Miguel de)

The purpose of this book is to bring back to public attention seven thinkers who wrote about what they believed to be vital in higher education. Each chapter examines a particularly "key text," in which that thinker considers the nature of higher education. The background for the occasion of the delivery of that text as a speech or written essay is explained, and ways in which those ideas were supported by or developed in that author's other publications are discussed. Each chapter addresses the way human learning occurs, the nature of humanity inevitably linked with learning, responsibilities of the intellectual in society, social role of the university, curricular/organizational issues, and relevance today. A concluding chapter sets out the origin of the European debate about higher education and assesses the impact of these writers. Chapter titles include: "Introduction: Voices To Be Heard"; "J. H. Newman: 'The Idea of a University'"; "Jose Ortega y Gasset: 'Mission of the University'--An Uplifting Principle in the History of the Western World"; "Karl Jaspers: 'The Idea of the University'--Communication at the Frontiers"; "Max Horkheimer: A Justification for a Social Research Institute--'To Serve the Truth Relentlessly'"; "F. R. Leavis: The University as a 'Creative Centre of Civilization'--The Idea of an English School"; "Paul Tillich: Learning and Living with 'Profundity and Paradox'"; "Miguel de Unamuno: 'University, Unity, Universality'"; and "Conclusion: Inheritance and Legacy." References accompany each chapter. (JDD)

ED 328 275 IR 053 434

Li, Tze-chung
Information Retrieval in Multimedia Sources in an Electronic Age.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cataloging; *Databases; Gateway Systems; *Information Technology; *Microforms; *Online Searching; *Optical Data Disks; Standards; Telecommunications
IDENTIFIERS- DIALOG; ORBIT

The last three decades have shown a marked development in new technologies for storing and retrieving information: microform in the 1960s; online database in the 1970s, and CD-ROM in the 1980s. While microform lacks volatility and multiple access points, preservation programs find it to be ideal storage media: it has a longer life expectancy than the other media; its use life is less limited; and it has a lower maintenance cost. Library operations have been significantly impacted by the large storage capacities and volatility of online databases and CD-ROMs. A few commercial publications provide information on additional physical forms in which a work is available, e.g.. "Law Books and Serials in Print: A Multimedia Sourcebook" (Bowker, 1985) lists, in addition to books, audiocassettes, videocassettes, computer software, online databases, and microform. However, the shortage of bibliographical control of multisources, lack of data structure standardization, and the diversity of software programs often frustrate the user's information retrieval methods. Two charts compare and contrast the operation diversities of the BRS, Dialog, and ORBIT systems. Some of these diversities have been minimized through the emergence of gateway and the more sophisticated front end software, although a completely standardized interface which enables the users to access multiple systems has yet to be developed. (24 references) (MAB)

ED 328 393 RC 017 989

Stutzman, Esther
Thanksgiving: A Resource Guide. An Indian Education Curriculum Unit.
Coos County Indian Education Coordination Program, Coos Bay, OR.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indians; American Indian Studies; *Cultural Background; Elementary Secondary Education; *Holidays; Resource Materials; *Resource Units; Teaching Guides; Units of Study
IDENTIFIERS- *Thanksgiving

This resource guide contains information designed to correct historical distortions about American Indians and to dispel the stereotypical image of the American Indian culture. The booklet includes: (1) a historical timeline that matches major developments in Europe, Asia, and American Indian histories; (2) a description of the Indian view of creation and prehistory of North America; (3) a description of the encounters of Columbus with Caribbean natives; (4) a listing of the misconceptions presented by Hollywood and other media; (5) the real Thanksgiving story; (6) maps of the tribes and agricultural/hunting areas of North America; (7) a student activity guide and activities including coloring pages, maze, word search, dot to dot, and picture pages. Also included is a critique of the inaccuracies of a commercially prepared Indian Thanksgiving decoration. The materials in this guide were developed for use on the fourth grade level, although the background information could be adapted for use at any level. (ALL)

Madison, Bernard L.; Hart, Therese A.
A Challenge of Numbers. People in the Mathematical Sciences.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; National Security Agency, Washington, DC.
PUB DATE- 90
NOTE- 133p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Mathematics; *Educational Improvement; Enrollment Projections; Enrollment Trends; Females; Higher Education; High Schools; Mathematics Curriculum; Mathematics Education; Minority Groups; *School Demography; *School Statistics; *Statistical Data

The mathematical sciences, based largely in academia, are crucial not only for the development of new knowledge but also as a needed resource in the education of our technological work force. As with other scientific professions, the challenge of meeting the growing need for workers in the face of shrinking supplies will require a program of national action, but the situation in the mathematical sciences is particularly severe. This report describes the circumstances and issues related to the human resources in the mathematical sciences, principally students and teachers at U.S. colleges and universities. It contains data from a large number of existing sources and provides a comprehensive set of data describing the demographic situation in the mathematical sciences. Chapters include: (1) "Introduction and Historical Perspective"; (2) "The U.S. Labor Force and Higher Education"; (3) "College and University Mathematical Sciences"; (4) "Majors in Mathematics and Statistics"; (5) "Mathematical Scientists in the Workplace"; and (6) "Issues and Implications." A list of 123 references, 45 figures, and 22 tables of data are appended. (CW)

ED 328 427 SE 051 902

Masalski, William J.

How To Use the Spreadsheet as a Tool in the Secondary School Mathematics Classroom.

National Council of Teachers of Mathematics, Inc., Reston, Va.

PUB DATE- 90

NOTE- 80p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computer Software; *Computer Uses in Education; *Learning Activities; Mathematical Applications; Mathematics Education; *Mathematics Instruction; *Secondary Education; *Secondary School Mathematics; *Spreadsheets; Teaching Guides

IDENTIFIERS- *Apple II

The National Council of Teachers of Mathematics has stated that computer technology is an important factor in the improvement of mathematics instruction and an important tool in mathematics instruction. Computer spreadsheets are readily adaptable for problem solving, can enhance the user's insight into the development and use of algorithms and models, free students from being hampered by laborious manipulation of numbers, and allow students to see the progression of calculations on the screen as they are generated. This set of materials is an attempt to illustrate by example how the spreadsheet can be used in the secondary school mathematics classroom. Included in this set of materials are data disks for use with Appleworks spreadsheet and Better Working Spreadsheet software, and a teachers' guide. The teachers' guide contains an overview of spreadsheets, and directions and suggestions for use with each of the 30 spreadsheet files on the disks. (CW)

ED 328 460 SE 051 945

McFadden, Charles P.
Science Teaching in Nova Scotia Grades 7, 8 and 9: Results of a Teacher Survey Conducted in May, 1990. Research Report Number 2.
New Brunswick Univ., Fredericton. Atlantic Science Curriculum Project.
PUB DATE- Sep 90
NOTE- 51p.; For related documents, see SE 051 944-947.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
*DESCRIPTORS- *Curriculum Development; Experiential Learning; Foreign Countries; Inservice Teacher Education; *Junior High Schools; Laboratories; *Professional Development; Program Descriptions; Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Surveys; Teaching Methods*
IDENTIFIERS- Atlantic Science Curriculum Project; Nova Scotia; SciencePlus Program (ASCP)

A survey of grade 7, 8 and 9 science teachers was conducted as part of a research program to determine the consequences for teaching and learning of the recent introduction of the SciencePlus program developed by the Atlantic Science Curriculum Project and the need for further curriculum and professional development. The survey explored some of the conditions of teaching, teachers' goals and instructional practices, and teachers' professional development needs and preferences. Comparison with previously published research indicated that teaching practices in the region appear to have changed over the past decade in the direction of greater hands-on practical activity. Sections include: (1) "General Information"; (2) "Teaching Experience and Educational Background"; (3) "Institutional Arrangements"; (4) "Instructional Goals"; (5) "Instructional Methods"; (6) "Student Assessment Practices"; and (7) "Professional Development Needs." A copy of the survey questionnaire is appended. (KR)

ED 328 075 FL 019 042

Muller, Brigitte D.
Business French: Cultural Content and Implications.
PUB DATE- *90*
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - *Descriptive (Program/Project Descriptions)* (141)
DESCRIPTORS- Advanced Courses; *Business Communication; College Curriculum; Course Content; *Cultural Education; Educational Objectives; Foreign Countries; *French; *Languages for Special Purposes; Language Tests; Postsecondary Education; Second Language Instruction; Teaching Methods
IDENTIFIERS- Chamber of Commerce and Industry of Paris (France); *Eastern Michigan University; *France (Paris)

The goals and cultural content of two advanced business French courses, developed at Eastern Michigan University (EMU) in conjunction with the Chamber of Commerce and Industry of Paris (CCIP), are examined and the wider cultural implications of the courses are discussed. As background information, the role of the CCIP in French education and the major components of the CCIP examination leading to an advanced diploma in business French are reviewed, particularly the exam's cultural content in 1977. The exam is a two-day test, of which one day is devoted to text translation, composition of a business letter, a dictation, questions on commercial vocabulary and techniques, and a substantial essay. The goals, materials, and methodology used in EMU's two-semester advanced course leading to the diploma are outlined, a two-semester course in scientific and technical French created to supplement the first course is described, and the preparation they offer toward CCIP certification is discussed. Other programs integrating foreign language and business education are highlighted. The paper includes a 38-item annotated bibliography. (MSE)

ED 328 091 FL 019 061

Maya, Elias; Fradd, Sandra H.

Language Assessment. Module 2. Bilingual/ESOL Special Education Collaboration and Reform Project.

Florida Univ., Gainesville. Dept. of Special Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 183p.; For the other modules in this series, see FL 019 060-064.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- *Bilingual Education; Consultants; Curriculum Development; Discourse Analysis; Elementary Secondary Education; English (Second Language); *Evaluation Criteria; *Evaluation Methods; Higher Education; High Risk Students; Inservice Teacher Education; *Language Acquisition; *Language Tests; Limited English Speaking; On the Job Training; Second Language Instruction; *Special Education; Test Format

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the second in a series of five, provides guidelines for the assessment of student language development whereby emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples and forming hypotheses useful in planning curriculum and learning strategies to meet the needs of students with disabilities from a non-English language background. Each section contains a series of critical points to be elaborated upon by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

ED 328 215 IR 014 809

Elsom-Cook, Mark
Guided Discovery Tutoring and Bounded User Modelling. CITE Report No. 13.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 88
NOTE- 18p.; A product of the Centre for Information Technology in Education (CITE). For related reports, see IR 014 806-808 and IR 014 811-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Discovery Learning; Expert Systems; Instructional Systems; Interaction; Models; *Programed Tutoring; Teacher Student Relationship; *Teaching Methods

This paper discusses a range of teaching styles possible for use in Intelligent Computer Aided Instruction (ICAI) and suggests that they may usefully be thought of as points within a framework of guided discovery teaching methods. The nature of guidance in tutoring and possible ways of providing guidance are discussed in the context of teacher-student relationships and the teaching interaction that occurs during an educational exchange. The use of Bounded User modelling within a guided discovery framework is introduced, and an application of the technique in a Lisp teaching system is described. Also mentioned are various instructional programmed tutoring systems including GUIDON, WHY, WEST, and IMPART. Extensions to the system to support more flexibility of teaching styles in conjunction with the user-modelling method are outlined. A complete list of CITE reports is included. (20 references) (Author/DB)

Robertson, Elton

Pennsylvania In-Service Technology Education: Past, Present and Future. A Status Report of the Regional Computer Resource Center at Temple University.

PUB DATE- 90
NOTE- 5p.; Paper presented at the Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; *Inservice Teacher Education; Microcomputers; Postsecondary Education; *Professional Development; State Programs; Teacher Improvement; *Teacher Workshops
IDENTIFIERS- *Pennsylvania

In 1984, the Commonwealth of Pennsylvania passed the Information Technology Education Act, which created 14 Information Technology Education for the Commonwealth (ITEC) centers. The purpose of the ITEC centers was to assist teachers in using and improving their use of microcomputers in their own classrooms by training them in instructional uses of computers, software evaluation, and programming. All Pennsylvania teachers, K-12, were eligible to apply for professional development courses, workshops, and other computer related services. After 4 years of successful inservice training the program was extended with the added focus of providing advanced skills training in the planning for and integrating of computer technology into existing curricula. The program has now expanded to include interactive video, video overlay, CD-ROM, advanced computer graphics, and computer/MIDI music capabilities. (DB)

ED 328 245 IR 053 402

Starratt, Joseph A.; Person, Roland C.

What Did We Say; How Did We Say It; and Who Said It? A Review of a Decade of General Academic Library Publishing.

PUB DATE- 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Illinois Library Association (Springfield, Illinois, May 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Authors; Citations (References); *Data Analysis; Higher Education; Indexing; Library Catalogs; *Periodicals; Professional Occupations; Reference Materials; Writing Research
IDENTIFIERS- *College and Research Libraries (Journal); *Journal of Academic Librarianship

This is a preliminary report on an ongoing research project examining the "Current Index to Journals in Education" indexing of two major, general interest academic library journals: the "Journal of Academic Librarianship" (JAL) and "College and Research Libraries" (C&RL). The data are presented "as is," and readers may draw their own conclusions. The only opinion formed thus far is that the literature presented in JAL came from more diverse sources than expected. The data are drawn from an examination of the major articles in volumes 1-14 of JAL (1976-1989). The examined articles excluded editorials and recurring invited columns such as "On My Mind" and "Library Instruction." The data source does include the apparently invited paper included in the frequent "Symposiums" that gather the responses of a number of noteworthy or appropriate authors on a topic of interest to academic librarians. The researchers looked at various author characteristics, including professional position of the first author, sex of authors, and most frequently appearing authors. In addition, they noted those institutions with which 7 or more first authors were affiliated; the average number of references in relation to the professional position of the authors; those articles with 40 or more references; and the length of titles. Included are three charts and four tables. (MAB)

ED 328 317 JC 910 108

Belcher, Marcia J.; Downing, Sherry
Who's Prepared for College? Results of a Five Year Study of Recent High School Graduates Taking Miami-Dade's Basic Skills Placement Tests. Research Report No. 90-04R.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Feb 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *College Bound Students; *College Freshmen; College Preparation; Community Colleges; Comparative Analysis; High School Graduates; High Schools; *Minimum Competency Testing; Outcomes of Education; Private Schools; Public Schools; Standardized Tests; Student Placement; *Test Score Decline; Two Year Colleges; Two Year College Students
IDENTIFIERS- Dade County Public Schools FL; Miami Dade Community College FL

A recent study of Dade County Public School (DCPS) graduates attending Miami-Dade Community College (M-DCC) revealed that 64% of those who graduated high school in 1989 had failed one or more of the basic skills sub-tests of the Florida Multiple Assessment Programs and Services test (FL-MAPS). Another study was conducted in 1989 to determine the percentage of recent high school graduates with basic skills deficiencies as measured FL-MAPS and all other placement tests, to compare the placement test performance of public and private school students over time, and to assess the performance of students who received the General Equivalency Diploma (GED). The 1989 study focused on students who enrolled at M-DCC in fall 1989 and had graduated from high school between September 1988 and August 1989. For 95% of the study population, test scores were available on at least one of the following: the Scholastic Aptitude Test; the American College Testing program test; the English Placement Test; and the FL-MAPS. Study highlights include the following: (1) DCPS graduates experienced a 58% failure rate as compared to 44% of Dade County private school graduates; (2) students who did not graduate from a Dade County public or private school, including GED recipients and foreign students, experienced a 70% failure rate; (3) pass rates were similar for out-of-state high school graduates and DCPS graduates; and (4) including scores from all available test instruments reduced the overall test failure rate of recent high school graduates attending M-DCC from 64% just using the F-MAPS to 58%. Data tables are included. (GFW)

ED 328 346 PS 019 296

Cohen, Nancy, Ed.
Highlights of the National Family Day Care Project.
National Council of Jewish Women, New York, N.Y.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Child Caregivers; Community Zoning; *Early Childhood Education; *Family Day Care; *National Programs; Profiles; Program Descriptions; Volunteers
IDENTIFIERS- *National Family Day Care Project

The National Council of Jewish Women's National Family Day Care Project (NFDCP) is a 3-year initiative which is intended to pioneer effective roles for community groups in increasing the quality, supply, and visibility of family day care. This publication provides: (1) a statement on the importance of the NFDCP by Edward Zigler; (2) a paper called "Facts about Volunteers" by Lynn Lyss; (3) an annotated directory of NFDC projects; and (4) an NFDCP publications order form. The directory is organized in terms of the strategies used by projects in regard to provider recruitment and orientation, resources for providers, zoning advocacy, and education campaigns. (RH)

ED 328 379 RC 017 970

Barlowe, Raleigh
Who Owns Your Land?
Michigan State Univ., East Lansing. Cooperative Extension Service.;
Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Mar 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Civil Liberties; *Government Role; *Land Use; Public Policy
IDENTIFIERS- Legal History; Private Property; *Property Rights; *Public Interest; Public Private Relationship

This document examines the background and the changing nature of property rights from feudal times to the present, and is intended as an educational booklet. The existence of property implies the presence of an owner, an object that can be owned, and a sovereign power to protect the property right. Property involves a number of separable rights, such as right to sell or grant easements and rights to minerals and other interests. Fee simple owners have all the property rights that individuals are permitted to hold, but their rights are not absolute. The powers reserved to the state are the rights to tax, to take for public use (eminent domain), to regulate or control use, and to escheat. In addition, governments have auxiliary powers to influence operators in their land use. Our present concept of property rights has evolved from the feudal tenure system, which viewed the king as the technical owner of all land, at the top of a pyramid of rights. Fee simple ownership reached its height in the late 1700s in England and in the mid-1800s in the United States. After that, the concept was narrowed by expanding interpretations of the powers reserved to the public. The growing acceptance of a larger role for government is related to population growth, rising incomes and living standards, increased competition for available resources, broader education, wider suffrage, and growing awareness of conservation and environmental concerns. (SV)

ED 328 478 SO 021 056

Haupt, Arthur; Kane, Thomas T.

The Population Reference Bureau's Population Handbook. A Quick Guide to Population Dynamics for Journalists, Policymakers, Teachers, Students, and Other People Interested in People. Second Edition.

Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 88
NOTE- 74p.; Two-tone graphs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; Developing Nations; Global Approach; Instructional Materials; *Population Education; Reference Materials; Secondary Education; Social Studies; Statistical Data; Tables (Data); *Womens Education; Womens Studies; *World Problems

Demography is the scientific study of populations. Population change has an impact on every facet of life. This revised handbook contains additional information on how to calculate the total fertility rate and life tables. The purpose of the handbook is to clarify and explain demographic terminology, to aid public understanding, and to assist policymakers, teachers, students, and others who need to understand, cite, and utilize population information. Major areas covered are: (1) age and sex composition; (2) fertility; (3) mortality; (4) morbidity; (5) nuptiality; (6) migration; (7) urbanization and distribution; and (8) population change. A glossary, censuses, surveys, and population information sources also are appended. (NL)

ED 328 496 SO 021 154

Rubenstein, Stan
Land and Freedom--Issues in World History.
Henry George School, New York, NY.
PUB DATE- 88
NOTE- 62p.; For related documents, see SO 021 152-155.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *History Instruction; *Land Use; Learning Activities; Secondary Education; Social Studies; Teaching Methods; *World History
IDENTIFIERS- Latin America

This series of self-contained lessons in land use features activities that can be used with any high school world history, global education, or European history social studies classes. The fifteen lessons included are : (1) Rome's Landed Estates; (2) The Gracchian Revolution; (3) The Feudal Land System; (4) The Domesday Book; (5) Mercantilism; (6) The Enclosure Movement; (7) The Old Regime in France; (8) Malthus: Populations and Poverty; (9) Emancipation of the Russian Serfs; (1) The Forerunner of Germany: Zollverein; (11) Sun Yat-Sen's Three Principles; (12) The Soviet Five-Year Plans; (13) Chinese Land Reform Under Communism; (14) American Occupation and Land Reform in Japan; and (15) Land Ownership in Latin America. Each lesson provides a theme, a sub-theme, background, concepts, performance objectives, and a list of related texts. (DB)

ED 328 122 HE 024 167

Jena, P.
Promoting Fun in Physics.
Virginia Commonwealth Univ., Richmond. Dept. of Physics.
PUB DATE- 90
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; Career Choice; Career Exploration; *College Programs; Demonstrations (Educational); *Educational Experiments; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Outreach Programs; *Physics; Program Descriptions; Recruitment; *Science Instruction
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Virginia; Virginia Commonwealth University

This document reviews a collection of activities conducted by the Department of Physics at Virginia Commonwealth University to excite young people about physics so that they will be more likely to consider physics as a career. The Society of Physics Students performs demonstrations of physics experiments for Virginia high school physics classes and elementary and middle school science classes, to explain the basic principles involved. The Department of Physics sponsors an annual physics show for middle school students. An annual workshop on physics teaching assembles high school physics teachers from Virginia to discuss improvements in physics teaching and possible recruitment of students into physics. An additional faculty activity is assisting public school students with their science projects. (Author/JDD)

ED 328 261 IR 053 418

Jaques, Thomas F.

Clear Purpose...Complete Commitment. A Long-Range Program To Provide Louisianians with Library and Information Services Adequate to Their Needs, 1990/91-1995.

Louisiana State Library, Baton Rouge.

PUB DATE- 90

NOTE- 89p.; For the 1989-1993 report, see ED 314 068. Maps contain small print which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Federal Aid; *Information Needs; *Information Services; Library Cooperation; Library Networks; Library Planning; *Library Services; *Long Range Planning; *Public Libraries; Shared Library Resources; *Statewide Planning

IDENTIFIERS- Library Services and Construction Act; *Louisiana

This long-range library program for the state of Louisiana identifies specific inadequacies in public library services, resources, facilities, and personnel. It identifies the people who are to be served, and reveals geographical, socioeconomic, and educational barriers to the expanded use of libraries. Finally, it presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers in the state's public libraries. It also highlights the activities of the Louisiana State Library and its administration of Library Services and Construction Act (LSCA) funds, but its focus is on the challenge of improving library service to all citizens in the state. A 5-year program designed to meet that challenge is described, including plans for programs of public library construction, training of library personnel, interlibrary cooperation, and shared resources programs. It is noted that LSCA funds enable the State Library to provide special programs reaching the handicapped, the illiterate, the institutionalized, the aged, the limited English-speaking minorities, and others. Appended materials contain an organization chart of the Louisiana State Library; 10 maps depicting various demographic factors; a list of the members of the LSCA State Advisory Council on Libraries, and a statement of LSCA criteria, priorities, procedures, and policies. (MAB)

ED 328 291 IR 053 453

Kern, Joanne F.

Using "Reader's Guide to Periodical Literature" on CD-Rom To Teach Database Searching to High School Students.

PUB DATE- Jun 90

NOTE- 58p.; Education Specialist Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Bibliographic Databases; Computer Literacy; High Schools; *High School Students; Indexes; Intermode Differences; *Learning Resources Centers; Library Skills; *Online Searching; *Optical Data Disks; School Libraries; *Search Strategies; *Teaching Methods

IDENTIFIERS- *Readers Guide to Periodical Literature

The lack of opportunity for high school sophomores to learn database searching was addressed by the implementation of a computerized magazine article search program. "Reader's Guide to Periodical Literature" on CD-ROM was used to train students in database searching during the time they were assigned to the library to do research papers for English classes. All students were trained to use the print index and a sample group was trained on the computer through group instruction, demonstration, observation, and a hands-on-search. Students in the sample completed user survey forms from which success was measured by articles found, student preference of search method, and the perceptions, ease of use, and success reported by the students. The results indicated that the database sample group outperformed the print index slightly in the number of articles found, and that the electronic database was generally easy for the students to use. Students nearly all considered their searches successful and preferred the database search method. It was concluded that high school students can confidently use a user-friendly database with a little training and a monitor to provide troubleshooting help. Appendices include a guide on how to search "Readers' Guide" on the computer, user survey forms, and student data. (Author)

ED 328 304 JC 910 093

Lucas, John A.; Meltesen, Cal
Follow-Up Study of 1988 Harper Career Alumni. Volume XVIII, No. 11.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Jun 90
NOTE- 49p.; For the follow-up of 1986 career alumni, see ED 291 456.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Alumni; *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of an ongoing evaluation of the career programs at William Rainey Harper College (WRHC), a follow-up study of 1988 career alumni was conducted and results were compared with previous years. Questionnaires were sent to 517 students who earned 48 or more hours during the 1987-88 academic year at WRHC. Study findings, based on a 75% response rate, included the following: (1) as in the 1986 study, nursing and data processing were the two largest majors, involving 27% of the respondents; (2) 62.8% of the career alumni were employed full time; (3) 27% of the respondents were employed part time, the highest percentage in any of the WRHC studies; (4) 69% of the respondents had obtained a degree or certificate from WRHC; (5) 51% of those not obtaining a degree were still at Harper College, the highest percentage since the 1980 class; (6) 2% were unemployed and seeking employment, while 64% were employed in a field that was either closely related or identical to their major at WRHC; (7) 30% were working in health-related fields, while 10% were in clerical or office-related jobs; (8) of those not employed in their field of study, 15% said they could not find a job in their field and 38% were in transition at a temporary job; (9) over 80% of the services and programs offered by WRHC received an improved alumni rating over previous years; and (10) the mean salary of those career alumni working full-time was $24,034, an increase of 21% over the prior study. Detailed findings and the survey instrument are included. (GFW)

ED 328 331 JC 910 142

Baldwin, Anne

Program Review: A Longitudinal Study of Associate in Science Degree Programs, 1983-84 through 1988-89.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Dec 89

NOTE- 30p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Accountability; *Associate Degrees; College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; *Employment Patterns; *Job Placement; Longitudinal Studies; *Outcomes of Education; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Followup

IDENTIFIERS- Miami Dade Community College FL

In 1989, a longitudinal study was conducted of Associate in Science (A.S.) degree programs at Miami-Dade Community College from 1983-84 through 1988-89. A.S. program review standards set by the State of Florida require that 70% of program graduates either have found employment utilizing their education or be in the process of continuing their education at an institution of higher learning. Sources of data on graduates included state-level employment, university enrollment, and defense department information; a mailed survey of graduates; program managers' input; a survey of prospective graduates applying for graduation; job placement officers; and telephone interviews with employers. Study findings included the following: (1) the overall rate of positive placements for A.S. graduates climbed to a high of 89% for 1987-88 graduates, with this figure rising to 94.6% with the deletion of those of unknown status; (2) in comparing programs on the 70% placement criterion in 1984-85 against 1987-88, 12 (27%) of the programs improved while 4 of the programs that passed in 1984-85 failed to meet standards in 1987-88; (3) 18% of 1987-88 A.S. graduates were continuing their education; (4) 67% of the 1987-88 A.S. graduates in early childhood education, 61% in vision care technology, and 53% in aviation and allied studies were continuing their education; (5) as a group, health programs surpassed the overall placement rate of 89%, as did the law enforcement (99% successfully placed) and fire science technology (100% successfully placed); and (6) Hispanic, White, and Black A.S. graduates experienced equally high successful placement rates. Attached appendixes provide the data gathering methodology and explain the levels of program review. (JMC)

ED 328 364 PS 019 439

Rolle, Sandra

Raising the Level of Self-Concept, Attitudes, and Academic Achievement of Black Male Students, Ages 8-12, through Art and Cultural Heritage Materials.

PUB DATE- 90
NOTE- 109p.; Ed.D. Practicum, Nova University. Samples of children's writing may not copy well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Art Expression; Behavior Problems; *Black Students; Cultural Enrichment; Elementary Education; Elementary School Students; *Males; Parent Education; Parent Participation; *Self Concept; Self Esteem; *Student Attitudes; Student Improvement

An experienced art teacher working with students in grades two through six implemented and evaluated a practicum intervention designed to improve the self-images of male black students, their academic accomplishments, and their feelings of pride in their school. Five actions were taken to attain the objective: (1) cultural materials produced by blacks were integrated into the art curriculum; (2) artwork of black students was displayed in the school and community; (3) seminars on parenting for black parents were developed and implemented with the assistance of the school counselor; (4) role models from various professions spoke of or demonstrated their talents; and (5) faculty were given research literature on black children's learning styles and black culture, family, and achievements. Evaluation data indicated that the intervention was mainly successful. Students increased their self-confidence and classroom competence. However, in some teachers' opinions there was less student improvement in academic effort and classroom behavior. Students improved in attitudes toward school, school subjects, and studying, and parents became more involved in their children's school. Measures used, and other related materials, are appended. (RH)

ED 328 445 SE 051 923

Think Earth Environmental Education Program. Report on May 1990
Field Test of Units for Kindergarten through Third Grade.
Educational Development Specialists, Lakewood, CA.
PUB DATE- Jul 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Elementary School Science;
*Environmental Education; *Kindergarten; Pretests Posttests;
*Primary Education; Science Curriculum; Science Education; Student
Attitudes; Surveys; Teacher Attitudes

Four environmental education units for kindergarten through third grade being developed under the "Think Earth" project were field tested during May of 1990. The units were used with more than 1,000 students from 42 classrooms at 12 schools throughout Southern California. Each unit contained the teacher and pupil materials needed to conduct four daily lessons on the unit's outcomes. This report is the culmination of that field test. The data collected during the field test focused primarily on: (1) pupil achievement of unit outcomes; (2) pupil attitudes toward the units; (3) pupil behaviors related to the environment; and (4) teacher attitudes toward the units. The program outcomes, field test procedures, data sources, results in pupil achievement, reactions, and behavior, teacher reactions, discussion, and suggested revisions of the K-3 units are included. A consortium roster, a pretest and posttest item analysis for each grade, "Helpful Habits" Survey item analysis, and teacher comments from a reaction sheet are appended. (KR)

ED 328 076 FL 019 044

Parkin, Michael; And Others
Middle Immersion Study 1988. Research Paper 88-08.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Mar 89
NOTE- 74p.; For a related document, see FL 019 045.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; English; Foreign Countries; *French; Grade 4; Grade 6; *Immersion Programs; Intermediate Grades; *Language Proficiency; Learning Readiness; Predictor Variables; Program Effectiveness; Program Evaluation; *Student Characteristics
IDENTIFIERS- *Ottawa

Ottawa's program of middle French immersion (MFI) instruction, beginning in fourth grade, was evaluated when the first cohort reached sixth grade. Results of the study were compared with those of other groups, particularly the early French immersion (EFI) program and late French immersion (LFI) program students. The evaluation also added data from the third fourth-grade MFI cohort to expand the grade four database. Information was gathered through questionnaires, tracing of student progress, and collection of standardized test scores. The sixth-grade MFI cohort consisted of two classes (about 40 students). They were matched with sixth-grade EFI classes with similar reading scores. The MFI grade four cohort consisted of five classes. Results suggest that, despite comparable French production skills, the EFI and MFI cohorts should be merged in grade seven with caution and with follow-up research. The third MFI grade four cohort was found to be similar to the first. The MFI program appeared to attract, in general, more able students and the children of more educated and participatory parents. Few MFI students had been EFI students previously. The first MFI cohort has been reduced by one-third. Substantial appended materials include tests and student progress data. (MSE)

ED 328 107 HE 024 086

Kalivoda, Karen S.; And Others
Students with Disabilities: A Guide for Faculty and Staff.
Georgia Univ., Athens. Handicapped Student Services.
PUB DATE- Feb 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Classroom Environment; *Classroom Techniques; College Students; Definitions; *Disabilities; Federal Regulation; Higher Education; Physical Mobility; *Student Personnel Services; Teacher Role; Teaching Styles
IDENTIFIERS- *University of Georgia

This handbook makes suggestions on how faculty can adjust their teaching environment or style to eliminate barriers that may prohibit a student with a disability from achieving his or her educational goals. The booklet describes the functions of the Office of Handicapped Student Services of the University of Georgia, relevant federal regulations, and handicap definitions. It offers guidelines for dealing with individuals with specific disabilities, including hearing impairments, learning disabilities, visual impairments, and physical disabilities requiring use of wheelchairs. Disabilities commonly found among the university population are described. (Six references) (JDD)

ED 328 138 HE 024 183

Reports from the Fields. Liberal Learning and the Arts and Sciences Major. Volume 2.

Association of American Colleges, Washington, D.C.

SPONS. AGENCY- Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.
PUB DATE- Jan 91
NOTE- 234p.; For Volume 1 in this set, see HE 024 182.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Colleges; *Course Evaluation; Educational Change; *Educational Improvement; Educational Needs; *Educational Practices; Higher Education; *Liberal Arts; Majors (Students); *Undergraduate Study; *Units of Study; Universities

This report presents summaries of important issues and needed changes in how colleges and universities treat the undergraduate liberal arts major. This volume, volume 2, contains abridged versions of 12 field reports, written by task forces appointed by the participating learned societies. In the reports, campus practices within the liberal arts majors across the country are reviewed. The findings reflect the problems and challenges that are present in these 12 majors, both within their disciplines and as a part of liberal learning in general. The field reports take into consideration the twin agendas of maintaining the intellectual purpose and coherence of the major program as designed by faculty versus concern for the students' growing competence in making connections through their particular study. The task forces' reports in each field: (1) formulate a rationale for concentrated study that describes the specific contributions that advanced study should make to the overall purposes of undergraduate liberal learning: (2) frame a set of recommendations on ways to strengthen studies-in-depth in the field; and (3) identify exemplary campus programs whose practices suggest promising and significant ways that study-in-depth in the field can contribute to liberal learning. An appendix contains information on how to obtain the unabridged reports. (GLR)

ED 328 153 HE 024 206

Lopez, Thomas R.
Some African American and Hispanic Voices from the University of Toledo. A Monograph.

PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Blacks; Employment Practices; Equal Opportunities (Jobs); Faculty Recruitment; Governance; Higher Education; *Hispanic Americans; *Job Satisfaction; *Minority Groups; Organizational Climate; Quality of Working Life; *Racial Bias; Racial Composition; Racial Discrimination; School Policy; Social Life; Teacher Alienation; *Teacher Attitudes
IDENTIFIERS- African Americans; *University of Toledo OH

A project is described which sought to determine what minority group faculty members think about a variety of issues associated with life at The University of Toledo (Ohio). The project began by grappling with the issue of identifying who were members of selected minority groups. Interviews conducted with the faculty members covered many areas of interest: personnel, research, career advancement, university governance, social life, university goal of recruitment of "minority" group members, affirmative action, tolerance, climate for minority group students, university problems, and recommendations. The picture that emerged from the interviews is that African Americans and Hispanic faculty members feel a strong sense of alienation from the University and a corresponding sense of professional and personal isolation. Interviewees did not see the University as a tolerant place where diversity is positively valued. Respondents in the College of Education were particularly strong in these views. Respondents regarded the University's official desire to increase the number of minority group members at all levels as little more than empty rhetoric. There seemed to be virtually no contact between Hispanics and African Americans on campus. Recommendations conclude the monograph. (JDD)

ED 328 169 HE 024 223

Pettit, Lawrence K.
Ethics in the University.
PUB DATE- 90
NOTE- 7p.; Speech presented at the Annual Meeting of the Academic Affairs Resource Center (1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Colleges; *Conflict of Interest; *Educational Practices; *Ethics; Higher Education; Institutional Mission; Institutional Role; Legal Problems; Research and Development; *Research Universities; School Community Relationship; Standards

The issues of ethics in the university and the role of higher education in society are addressed. Distinctions are made between legal behavior and ethical behavior, and the question of how the university needs to balance the two in order to fulfill its unique role in society while it simultaneously strives to reside and survive within it is discussed. Certain university activities can create problems in ethics, such as economic development activities, intercollegiate athletics, sponsored research, faculty consulting arrangements, and presidential and trustee service on corporate and bank boards. In addition, higher education faces a growing number of new ethical problems simply because of the steady increase in science and technology, raising such issues as the creation of computer viruses, privacy of computer-stored information, and liability for malfunctions in computer programs. How a university governs its own affairs and how its own incentives, traditions, and reward system often inspire unethical behavior are problems for which the university is solely accountable. Such problems arise because universities only use one model of excellence as a standard, that of the major research university. The model frustrates faculty who are not well funded, unreasonably heightens competition, and unnecessarily creates a large, sometimes insatiable, appetite for more funding. (GLR)

ED 328 185 HE 024 240

Robertson, Chris
Participation in Post-Compulsory Schooling in Scotland.
Edinburgh Univ. (Scotland). Centre for Educational Sociology.; Strathclyde Univ. (Scotland). Dept. of Statistics and Modelling Science.
SPONS. AGENCY- Association of Univ. Teachers (Scotland).; Association of Univ. Teachers (Scotland). Educational Trust Fund.
PUB DATE- Dec 90
NOTE- 44p.; For a related document, see HE 024 241.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; *Access to Education; College Attendance; Curriculum Development; Educational Opportunities; *Enrollment Influences; *Enrollment Rate; Foreign Countries; *Higher Education; *Transitional Programs
IDENTIFIERS- *Scotland

This report on young persons' access to higher education in Scotland attempts to determine whether the incidence of students' transition from S4 to voluntary participation in S5 is influenced by the transitions that occur at the end of S5. The project analyzed data from a 10% sample of the S4 cohort of 1983/84. The central question examined whether an earlier transition to higher education is associated with a higher-than-expected transition from S4 to S5. The study found that, compared to Scotland overall, there was a higher voluntary continuation rate in the Strathclyde region both before and after allowing for the individual characteristics that influenced transition. This effect, however, was apparent only for pupils with five or fewer A-C awards at O-grade in S4. The "Strathclyde effect" in voluntary continuation was reduced but remained substantial after controlling for the higher local unemployment rate and could not be explained by the effectiveness of denominational/non-denominational schools. The research left undecided the question of whether the Strathclyde effect resulted from the fact that post-compulsory courses in Strathclyde are more often terminated after 1 year. The report presents conclusions and outlines the likely consequences of any 2-year post-compulsory course for voluntary participation. (10 references) (JDD)

ED 328 201 HE 024 265

Hawthorne, Jeralynne; Hawthorne, John W.
Separating the Wheat from the Chaff: Finding the Unique Effect of Supplemental Course Instruction.
PUB DATE- 6 Mar 87
NOTE- 30p.; Paper presented at the Annual Conference of the National Association for Developmental Education (11th, New Orleans, LA, March 6, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Programs; Higher Education; High Risk Students; Introductory Courses; *Learning Strategies; Modeling (Psychology); Peer Influence; *Peer Teaching; Performance Factors; Predictive Measurement; *Program Effectiveness; *Skill Development; Statistical Analysis; Structural Equation Models; Study Habits; *Study Skills; *Supplementary Education; Undergraduate Study
IDENTIFIERS- Olivet Nazarene College IL

Supplemental Course Instruction (SCI) at Olivet Nazarene University is described as a program in which a high achieving student retakes a course successfully completed in order to model desired behaviors for other students. The SCI Leader demonstrates good study skills and organizes small group study sessions. This study examines the effectiveness of the SCI program. Confounding factors such as the voluntary nature of the study sessions and the open admission policy of the college were controlled through structural equation modeling. Structural equation modeling requires that all of the hypothesized relationships between the variables be posited in advance. A total of 461 students enrolled in four freshman-level courses were surveyed, with complete data being obtained for 253 cases which were used in the structural equation analysis. The analysis studied: (1) the effect of factors affecting SCI participation, such as high school rank, marital status, semester load, and expected grade; and (2) the effects of SCI participation on course grade, semester grade point average, and re-enrollment. The study found that the more a student is "at risk" the more likely he or she is to use SCI. The study also found a positive impact of SCI participation on course grade. There were direct effects of SCI on grade point average, suggesting the transfer of study skills learned. (10 references) (JDD)

ED 328 216 IR 014 811

Baker, Michael

Arguing with the Tutor: A Model for Tutorial Dialogue in Uncertain Knowledge Domains. Centre for Information Technology in Education Report No. 51.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Sep 88

NOTE- 57p.; For related reports, see IR 014 806-808 and IR 014 812-813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Computer Assisted Instruction; *Computer System Design; *Dialogs (Language); Discovery Learning; Expert Systems; Foreign Countries; Learning Theories; *Man Machine Systems; *Models; *Programed Tutoring

IDENTIFIERS- *Intelligent Tutoring Systems

This report describes a specific approach to two current trends in Intelligent Tutoring Systems (ITS) research: (1) an emphasis on metacognitive skills which are not domain specific; and (2) a move away from viewing ITS research as being exclusively concerned with "knowledge communication." A human-computer dialogue model designed to teach the metacognitive skill of critical argument is described. The dialogue model occurs in a knowledge domain consisting of a set of justified beliefs, and is exemplified in the domain of teaching musical structures. The model is based on a dialogue planning system that involves higher level planning decisions, making claims and challenges, and understanding the components of dialogue such as actions, effects, and preconditions. Integrating intentional and topical dialogue structures, the model may also be used with a variety of tutorial styles within a guided-discovery tutoring approach. (39 references) (Author/DB)

Dalton, David W., Ed.

Restructuring Training and Education through Technology. Proceedings of the Annual Conference of the Association for the Development of Computer-Based Instructional Systems (32nd, San Diego, California, October 29-November 1, 1990).

Association for the Development of Computer-based Instructional Systems.

PUB DATE- 90

NOTE- 447p.; For the Proceedings of the 1989 conference, see ED 325 091.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Simulation; Courseware; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Health Education; Higher Education; Home Economics Education; *Hypermedia; Interactive Video; Management Development; *Media Research; *Microcomputers; Optical Data Disks; Psychological Studies; Special Education; Telecommunications

The theme of the 32nd International Association for the Development of Computer-Based Instructional Systems (ADCIS) Conference was "Restructuring Training and Education through Technology." This collection of conference presentations contains 52 papers and 183 abstracts for which there are no formal papers. The papers and abstracts are presented in two separate sections, but both are categorized by special interest group: (1) Academic Computing (SIGAC, 1 paper, 11 abstracts); (2) Computer-Based Training (CBT, 3 papers, 27 abstracts); (3) Elementary, Secondary, Junior College Educators (ELSECJC, 3 papers, 17 abstracts); (4) Emerging Technologies (SIGET, 5 papers, 10 abstracts); (5) Educators of the Handicapped (SIGHAN, 2 abstracts); (6) Health Education (SIGHEALTH, 2 papers, 9 abstracts); (7) Home Economics Consortium (HOMEC, 3 papers, 5 abstracts); (8) Hypermedia (SIGHYPER, 5 papers, 18 abstracts); (9) Interactive Video-Audio (SIGIVA, 7 papers, 19 abstracts); (10) Management Issues (SIGMI, 1 paper, 9 abstracts); (11) Music Education (SIGMUSIC, 1 paper, 4 abstracts); (12) PILOT Users Group (PILOT, 1 paper, 3 abstracts); (13) PLATO Users' Group (PUG, 4 abstracts); (14) Theory and Research (SIGTAR, 15 papers, 38 abstracts); and (15) Telecommunications (SIGTELE, 5 papers, 7 abstracts). Many of the papers include abstracts and or references. (DB)

ED 328 276 IR 053 436

Pickard, Patricia White

The Instructional Consultant Role of the School Library Media Specialist: A Research Study.

PUB DATE- 90
NOTE- 95p.; Specialist in Education Study Georgia State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Consultants; Course Integrated Library Instruction; *Curriculum Development; Elementary Secondary Education; *Instructional Design; Learning Resources Centers; Library Surveys; *Media Specialists; *School Libraries; Standards; *Theory Practice Relationship
IDENTIFIERS- DeKalb School District GA; *Instructional Consultant Role; Instructional Support; Librarian Teacher Cooperation

The purpose of this study was to determine if a lag existed between the theoretical instructional role of design and consultation as described in library literature and standards and the instructional role practiced by school library media specialists. The population for this study was the 128 library media specialists of the DeKalb County Public Schools (Georgia). A three-page questionnaire was developed containing 18 taxonomy and taxonomy-related statements describing different aspects of the instructional role. The subjects rated the role statements as to their perceived importance and to the extent of practice. Frequencies and percentages of the responses were analyzed to answer the research questions. Responses were received from 65% of the participants. The results of this study indicate that there is a discrepancy between the theoretical instructional role of design and consultation and the instructional role being practiced by the DeKalb school library media specialists. Even though the data showed that the majority of the respondents perceived the instructional role as important or very important, less than 10% indicated that they practiced the role to a great or very great extent. Further study is needed to determine why more media specialists are not practicing the role and to determine ways to increase the practice of the instructional role mandated by the standards for school library specialists. Copies of the survey questionnaire, the Library Media Specialist's Taxonomy, the cover letter, the Loertscher Taxonomy, and respondents' comments from the questionnaire are appended. (49 references) (Author/MAB)

ED 328 347 PS 019 314

Moxley, Roy A.; And Others
Self-Recording and Discussion in Young Children's Formative Self-Evaluation of Their Writing.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Discussion; Early Childhood Education; *Handwriting; Record Keeping; *Self Evaluation (Individuals); *Teaching Methods; *Writing Improvement; *Writing Skills; Young Children
IDENTIFIERS- *Story Writing

Two examples of students' self-evaluation in writing are used to illustrate the wide range of tasks that can be addressed in self-evaluation and initial exploratory procedures for furthering self-evaluation. The first example illustrates the use of records for self-evaluation of handwriting by a 4-year-old, and the problem that can arise when evaluation criteria are not clear or meaningful to the student. The second example illustrates the use of records for self-evaluation of creative writing by a 7-year-old and some techniques that can aid in the circumvention of the problems of criteria that are not easily defined. Both projects illustrate that criteria will need to be revised even when initial criteria are reasonably well-selected. It is concluded that joint teacher-learner assessment in writing is useful in testing the adequacy of task specifications and modifying such specifications as needed. Student participation in the production, evaluation, and revision of student writing provides a means for turning the evaluation of writing over to the students themselves. The identification of illustrations of criteria and improvements in meeting criteria is aided by student self-recording. A recommendation for extending these procedures to classroom-wide peer tutoring is offered. (RH)

ED 328 394 RC 017 992

Meeting of National Specialists on the Conditions Governing the Schooling of the Children of Mobile Populations. Final Report (Conflans-Sainte-Honorine, France, September 11-15, 1989).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Oct 89
NOTE- 33p.; Appendix contain broken and faint type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Demography; Elementary Secondary Education; Foreign Countries; *Migrant Children; *Migrant Education; *Migrant Programs; Mobility; Nomads; Population Distribution; Student Mobility; *Transient Children

This report of proceedings summarizes a meeting held for facilitating the exchange of information between 27 educational specialists from 8 member states of the United Nations Educational Scientific and Cultural Organization. These specialists held positions of responsibility in connection with the education of children belonging to families that, for occupational or socio-cultural reasons, were itinerant, or to children belonging to nomad population groups such as Gypsies, boatmen or bargemen, certain categories of seasonal workers, and other mobile population groups. The discussions covered several aspects of the problem of schooling the children belonging to these groups: (1) socio-cultural and socio-economic factors; (2) social and family structures; and (3) teaching methods and learning in conditions of mobility. This document summarizes the plenary session and the meetings of the French- and English-speaking groups. A list of suggestions for action and research are included. The Appendix contains a list of participants. (ALL)

ED 328 410 SE 051 885

Westcott, Dale; And Others

Energy and Safety: Science Activities for Elementary Students, Level I (Grades (K-2).

New York State Education Dept., Albany.; State Univ. of New York, Albany. Atmospheric Science Research Center.

PUB DATE- 84

NOTE- 98p.; A product of the Energy Education Project. For related documents, see SE 051 886-887.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Electricity; *Elementary School Science; *Energy; *Energy Conservation; Energy Education; Experiential Learning; Laboratory Procedures; Preschool Education; Primary Education; Safety; Science Activities

Twelve activities are presented that focus on a common phenomenon of a child's world: energy. These activities relate energy, how it occurs, how it is used, and how to use it safely. Each activity includes the purpose, introduction, background, procedure, materials, estimated time for the activity, typical results, safety notes, and more ideas. Student worksheets are provided for some steps in the procedure. Activities follow questions such as: Where does energy come from?; Can energy change things? Where does heat come from?; and How can we save energy? Safety is emphasized on many of these worksheets. Take-home letters are also provided so that parents can help children to develop safe energy habits. Included are a glossary, resource section, and a matrix where activities are cross referenced with the understandings, skills, and attitudes listed in the New York State elementary science syllabus. (KR)

ED 328 428 SE 051 903

Shortage of Engineers and Scientists. Hearing before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. United States Senate One Hundred First Congress, Second Session on Training Scientists and Engineers for the Year 2000--The National Science Foundation's Role.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

PUB DATE- 8 May 90

NOTE- 94p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *College Science; *Demand Occupations; Engineering Education; *Federal Legislation; Females; *Government Role; Hearings; Higher Education; Labor Needs; *Labor Supply; Minority Groups; Organizations (Groups); Science Education; Supply and Demand

IDENTIFIERS- Congress 101st; National Science Foundation

This document is the transcript of a Congressional hearing focusing on the status of the training of scientists and engineers in the United States and the role of the federal government in the improvement of this situation. Included are opening statements from Senators Albert Gore, Jr. (Tennessee), Robert W. Kasten, Jr. (Wisconsin), and Larry Pressler (South Dakota); and prepared statements and testimony from Dr. Richard C. Atkinson (American Association for the Advancement of Science), Erich Bloch (National Science Foundation), Donna E. Shalala (University of Wisconsin), and Dr. Alvin W. Trivelpiece (Oak Ridge National Laboratory, Martin Marietta Energy Systems). (CW)

ED 328 461 SE 051 946

McFadden, Charles P.

Science Teaching in New Brunswick Grades 7, 8 and 9: Results of a Teacher Survey Conducted in May, 1990. Research Report Number 3.

New Brunswick Univ., Fredericton. Atlantic Science Curriculum Project.
PUB DATE- Sep 90
NOTE- 51p.; For related documents, see SE 051 944-947.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Experiential Learning; Foreign Countries; Inservice Teacher Education; *Junior High Schools; Laboratories; *Professional Development; Program Descriptions; Science Activities; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Surveys; Teaching Methods
IDENTIFIERS- Atlantic Science Curriculum Project; *New Brunswick; SciencePlus Program (ASCP)

A survey of grade 7, 8 and 9 science teachers was conducted as part of a research program to determine the consequences for teaching and learning of the recent introduction of the SciencePlus Program developed by the Atlantic Science Curriculum Project and the need for further curriculum and professional development. The survey explored some of the conditions of teaching, teachers' goals and instructional practices, and teachers' professional development needs and preferences. Comparison with previously published research indicated that teaching practices in the region appear to have changed over the past decade in the direction of greater hands-on practical activity. Sections include: (1) "General Information"; (2) "Teaching Experience and Educational Background"; (3) "Institutional Arrangements"; (4) "Instructional Goals"; (5) "Instructional Methods"; (6) "Student Assessment Practices"; and (7) "Professional Development Needs." A copy of the survey questionnaire is appended. (KR)

Population in Perspective: Regional Views. A Population Learning Series.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Oct 86
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Developed Nations; Developing Nations; Environmental Education; Futures (of Society); Global Approach; Higher Education; Instructional Materials; *Population Education; Resource Materials; Secondary Education; Social Studies; *Womens Education; Womens Studies; *World Problems

The world's population faces a series of problems that are similar in all countries, although more exacerbated in developing nations. This population study presents statistical facts and information concerning developed and developing nations and their populations, growth, the status of women, migration, the labor force, changing age structures, refugees, and food production. Regions covered are: (1) North America; (2) Western Europe; (3) The Soviet Union and Eastern Europe; (4) Asia and the Pacific; (5) Middle East and North Africa; (6) Sub-Saharan Africa; and (7) Latin America and the Caribbean. The report may be used for teaching about populations in regions of the world. (NL)

ED 328 497 SO 021 155

Ehrman, Ted; Rubenstein, Stan
Land and Freedom--Economic Studies.
Henry George School, New York, NY.
PUB DATE- 89
NOTE- 82p.; For related documents, see SO 021 152-154.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Economic Factors; Economics; *Economics Education; Learning Activities; Secondary Education; Social Studies; Teaching Methods

This series of 20 self-contained lessons in the study of economics, features activities that can be used with any high school economics instruction. The lessons included are: (1) Opportunity Costs; (2) Factors of Production; (3) Economic Systems; (4) Self Interest; (5) Class Struggle; (6) Economic Institutions; (7) Supply and Demand; (8) Markets and Prices; (9) Laws of Distribution; (10) Wages of Labor; (11) Interest on Capital; (12) The Law of Rent; (13) Gross National Product; (14) Business Cycles; (15) Taxation; (16) The Single Tax; (17) The Malthusian Theory and the Law of Diminishing Returns; (18) Comparative Advantage; (19) Free Trade or Protection; and (20) Economic Problems of Less-Developed Countries. Each lesson includes a theme, a sub-theme background, concepts, performance objectives, and a list of related texts. (DB)

ED 328 092   FL 019 062

Bermudez, Andrea B.
Second Language Development & Instruction. Module 3. Bilingual/ESOL Special Education Collaboration and Reform Project.
Florida Univ., Gainesville. Dept. of Special Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 92p.; For the other modules in this series, see FL 019 060-064.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Consultants; Disabilities; Educational Strategies; Elementary Secondary Education; *English (Second Language); Higher Education; High Risk Students; Inservice Teacher Education; *Language Acquisition; *Language Skills; *Limited English Speaking; On the Job Training; Second Language Instruction; Second Language Learning; Skill Development; *Special Education

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the third in a series of five, provides an overview of the language development of handicapped and at-risk LEP and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

ED 328 123 HE 024 168

Collier, James A.
BSIT Program: A Non-Traditional Learning Opportunity.
Southern Arkansas Univ., Magnolia.
PUB DATE- 8 Oct 90
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; College Programs; Degree Requirements; Experiential Learning; Higher Education; *Industry; *Nontraditional Students; Prior Learning; Reentry Students; *Technology; Weekend Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Southern Arkansas University

The BSIT (BS in Industrial Technology) Program, which leads to a Bachelor of Science degree in Industrial Technology, at Southern Arkansas University is focused on the needs of the non-traditional student who desires to complete program requirements while maintaining existing full-time employment. The program also focuses on the needs of local industry in preparing graduates skilled in technology, math, and science. Core courses are offered for full-day sessions on alternate weekends (both Saturdays and Sundays). The program encourages the extension of Associate Degree programs and provides some recognition for on-the-job experiential learning. A list of required courses for the BSIT program is appended. (JDD)

ED 328 246 IR 053 403

Churchville, Lida Holland, Comp.; Hale, Catherine, Comp.
Disaster Planning. ALIC Bibliography 1990-1.
National Archives and Records Service (GSA), Washington, DC.
Archives Library Information Center.
PUB DATE- Jul 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; *Emergency Programs; Guidelines; Information Storage; *Library Facilities; Library Guides; *Library Materials; *Museums; Natural Disasters; Nonprint Media; Preservation; Reference Materials; Resource Materials

The 228 titles in this bibliography on disaster planning focus on disaster recovery measures, disaster preparedness, and/or preventive measures for museums, libraries, and archives. The journal articles and reports listed include guidelines and manuals as well as descriptions of programs and/or products having to do with the prevention or repairing of damage caused by some type of natural or man-made disaster. Listed alphabetically by author, each entry includes information on the journal in which the article appeared or the publisher of the report, the date of publication, and number of pages. An alphabetical author-sponsor index to the disaster planning bibliography is also provided. (MAB)

ED 328 292 JC 910 026

Stanley, Linda; And Others

Action and Reaction: Writing and Reading in the Technologies and Other Vocational Curricula. A Project To Increase Learning through a Four-Campus Consortium. Second Edition.

Bronx Community Coll., N.Y.; Queensborough Community Coll., Bayside, N.Y.; Rockland Community Coll., Suffern, N.Y.; Westchester Community Coll., Valhalla, N.Y.

SPONS. AGENCY- New York State Education Dept., Albany.

PUB DATE- 86

NOTE- 85p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Community Colleges; Course Descriptions; Grading; Notetaking; Reading Instruction; Student Journals; Teaching Methods; Test Construction; Test Wiseness; Textbook Evaluation; Two Year Colleges; *Vocational Education; *Writing Across the Curriculum; *Writing Assignments; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Strategies

Designed for use by technical and vocational education teachers, this monograph describes techniques for combining writing across the curriculum strategies with reading and study skills approaches. The teaching and classroom techniques presented were developed as part of the Writing and Reading in the Technologies (WRIT) project undertaken by a consortium of four community colleges in New York. The seven chapters of the monograph contain a rationale for the individual strategy described, a discussion of the specific techniques involved, charts and lists for implementing the strategy, sample assignments, and a worksheet for use by the reader in applying the strategy to his or her own classroom. Following a brief introduction, chapter I discusses the use of student journals in which students express their personal reactions to the given subject through "expressive" writing. Chapter II discusses the development of other meaningful writing assignments, focussing in particular on the use of "microthemes," or short, focussed essays. Chapter III presents specific techniques for correcting, evaluating, and grading written assignments. Chapter IV provides recommendations to aid instructors in their selection of appropriate and understandable textbooks for their classes. Chapter V provides examples of good syllabi and stresses their importance in student comprehension. Chapter VI provides techniques for encouraging students to take effective notes from lectures and readings. The final chapter stresses the importance of well-constructed exams, and describes techniques for helping students become sophisticated test takers. A 61-item bibliography is included. (JMC)

ED 328 318 JC 910 109

Belcher, Marcia J.
Fall Student Profile: 1989-90 Closing Fall Enrollment Analysis. Research Report No. 90-10R.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 90
NOTE- 105p.; Several tables contain small print and may reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Black Students; College Credits; Community Colleges; Credit Courses; *Declining Enrollment; Degrees (Academic); *Enrollment; Enrollment Rate; *Enrollment Trends; Females; Full Time Equivalency; Full Time Students; Hispanic Americans; Longitudinal Studies; Majors (Students); Males; *Minority Groups; Multicampus Colleges; Noncredit Courses; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Miami Dade Community College FL

This enrollment summary provides collegewide and campus-specific student data for Miami-Dade Community College (MDCC) for fall 1989. The following variables are considered: credit/non-credit enrollment status, semester credits generated, credit load, ethnicity, gender, degree types, full-/part-time status, age, native language, citizenship status, and residency. Trends and enrollment patterns are highlighted in 2- and 5-year summaries. Among the college-wide trends noted in this profile are the following: (1) total student headcount increased by 19% over the past 5 years, reaching an all-time high of 49,145 students in fall 1989 and making MDCC the largest multi-campus two-year college in the country; (2) the largest enrollment category increase in fall 1989 was among students continuing from a previous semester; (3) increases were found among the numbers of students intending to receive an associate of arts degree, foreign nationals, women, and students over the age of 25; (4) the total non-credit student headcount for fall 1989 declined by 2% from fall 1988; (5) the median age for students was 24 years for part-time students, and 20 years for full-timers; (6) 57% of new freshman students were Hispanic; (7) 55% of all students were native English speakers; (8) 25% of all students were foreign nationals; (9) new freshmen took the most credits, averaging 10.5 credits in fall 1989; and (10) 85% of the new freshmen indicated an intent to transfer. (PAA)

ED 328 365 PS 019 440

Rosado, Robert J.

Reducing the Suspension Rate among the Disaffected Elementary School Population.

PUB DATE- 91
NOTE- 65p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Conflict; *Discipline Problems; Elementary Education; *Elementary School Students; Interpersonal Competence; *Intervention; Rewards; Role Playing; School Counseling; *Student Improvement; *Suspension

An assistant superintendent for curriculum and instruction implemented and evaluated a practicum intervention designed to reduce the suspension rate among disaffected elementary school students through a counselor intervention program. Goals of the practicum were to reduce the suspension rate among previously suspended students and decrease the number of potential suspensions by counseling students before a suspension situation occurred. During a 3-month period, students participated in a program in which they learned to identify their problems, get along with peers, use appropriate conflict resolution strategies, and receive rewards for their success. Parents, staff, counselors, and students participated in the program. Evaluation data indicated that the suspension rate was reduced dramatically and school staff used counselors in the program to prevent suspensions of disaffected students. Appendices provide a behavior problem documentation form, a sample clinical journal, a student referral form, a student contract, teacher feedback forms, and a sample letter to parents. (Author/RH)

ED 328 380 RC 017 971

Southern Extension Water Training Workshop: Actions for Working Together. Proceedings of a Regional Conference (Birmingham, Alabama, November 13-15, 1989).
Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Apr 90
NOTE- 165p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Extension Education; Postsecondary Education; Public Policy; Risk; Solid Wastes; *Waste Disposal; *Water; Water Pollution; *Water Quality; Water Resources; Workshops
IDENTIFIERS- *Cooperative Extension Service; Hydrology; Public Policy Education

A training workshop for Southern Extension faculty and staff addressed aspects of water quality and related issues. Conference papers discussed: (1) basic information on hydrology--the science of water transport through the natural environment; (2) sources and impacts of water pollution; (3) the role of public policy in water quality protection; (4) risk assessment and risk management related to toxic and carcinogenic chemicals; (5) an extension training program entitled "Pesticide Usage and Its Potential Impact on Surface and Ground Water Quality"; (6) the conceptual basis for public policy education, and suggested subtopics and formats for extension education on water policy; and (7) extension education programs on water supply and wastewater management. This proceedings contains materials from a solid waste management workshop: activities and lesson plans about litter, recycling, and composting for grades 1-12; a bibliography with 129 citations; and a list of free materials and audio-visual materials available on loan from the Washington Department of Ecology Resources. Also included are summaries of 13 roundtable discussions and concurrent sessions on toxic substances, public policy education, water supply and wastewater management, and solid waste management. (SV)

ED 328 446 SE 051 926

Ahlgren, Andrew; Halberg, Franz
Cycles of Nature. An Introduction to Biological Rhythms.
National Science Teachers Association, Washington, D.C.
PUB DATE- 90
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biological Influences; *Biology; Graphs; Human Body; Laboratory Procedures; Medicine; *Science Activities; *Science Curriculum; Science Education; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- *Chronobiology

This book is an outlined for the short study (1- to 2-weeks) of chronobiology, a field of science that explores the relationships between time and biological functions. It develops step-by-step the reasoning that leads to the current scientific understanding of biological rhythms. The unit can be inserted into a standard middle or high school biology course. Because the scientific study of biological rhythms begins with data, Chapter 1 provides a brief review of the ways to collect, graph, and interpret data. Chapter 2 introduces some of the cycles in nature, especially those of the human body-from dream cycles to menstruation to body temperature. Chapter 3 explores how these cycles come about and explains the differences between external and internal influences. Chapter 4 explores the internal workings of organisms to determine whether there is a single master source of timing information that synchronizes an organism's many interacting cycles. Chapter 5 discusses the impact of rhythms on society and asks how an understanding of them could bring progress in medicine, work schedules, and everyday life. Chapter 6 offers a brief historical perspective on the study of biological rhythms, and chapter 7 outlines eight activities that demonstrate cycles in chemicals, plants, and animals. Each activity includes an introduction, materials, set-up, procedures, and possible extensions. (KR)

ED 328 108   HE 024 094

Stern, Kenneth S.
Bigotry on Campus: A Planned Response.
American Jewish Committee, New York, N.Y.
PUB DATE- May 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
  (For Administrative and Support Staff, and for Teachers, Parents,
  Clergy, etc. in Non-Classroom Situations) (055)
  Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Anti Semitism; *Change Strategies; College
  Administration; Elementary Secondary Education; Ethnic
  Discrimination; Higher Education; Jews; *Minority Groups; Racial
  Discrimination; Religious Discrimination; *Social Discrimination;
  *Student Attitudes

The paper analyzes the problem of campus bigotry with emphasis on anti-semitic incidents, identifies effective and ineffective responses, and suggests a plan for college administrators to follow. The following questions are briefly considered: why should we care about bigotry on campus? is bigotry on campus really increasing? and why is there an increase of bigotry on campus? Universities are encouraged to be prepared by having both a response plan in the case of an incident and a preventive plan to reduce the level of bigotry on campus. General principles are offered concerning the following: graffiti; physical violence and its victims; disciplinary codes; speakers; campus security and other "front line" staff; and intergroup relations experts. Also discussed are planned bigotry reduction, conducting a bigotry survey to assess the problem, and the responsibility to effect change in all educational institutions including grade and high schools. An appendix outlines response plan highlights, prejudice reduction plan highlights, and a list of groups that need to develop the commitment to, and structures for, managing diversity. (DB)

ED 328 139 HE 024 184

Brazziel, William F.
Higher Education and Adult Demography.
PUB DATE- 88
NOTE- 36p.; Ford Foundation seminar.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Baby Boomers; Birth Rate; Census Figures; Cohort Analysis; Colleges; Data Collection; Data Interpretation; *Demography; *Enrollment Projections; Higher Education; Models; *Population Trends; *Predictive Measurement; Student Characteristics; Trend Analysis; Universities

This paper examines the changing demographics of American society and the impact of these changes on higher education. Discussions include a historical background of early American demography, the building and expansion of the population base, and census changes through various generations of the baby boom years and beyond. Next, the report examines efforts in forecasting older student enrollment which enable state and local forecasters to estimate enrollment numbers and institutional market share. Also discussed are the development and use of forecasting models, such as the Older Cohort Participation Matrices (OCPM), and the various data collection sources that are used by the U.S. Census Bureau. Tables of data show population projections from 1990-2080, U.S. population by selected age cohorts, older student population bases from 1921-1986, the older student market base/projected older population cohorts matrix from 1980-1998, and the older student enrollment forecasts/older student enrollment by cohort from 1980-1998. Finally, a review is made of the many factors that affect student population projections, both external and those stemming from the students and institutions themselves, followed by a discussion of the implications these factors will have on colleges and universities as they prepare themselves for this market and attempt to participate in it. Contains 14 references. (GLR)

ED 328 217   IR 014 812

Devi, Roshni
Machine Learning and Tutoring System. Centre for Information Technology in Education Report No. 61.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jan 89
NOTE- 30p.; For related reports, see IR 014 806-808 and IR 014 811-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; Computer Assisted Instruction; *Computer System Design; *Expert Systems; Foreign Countries; Instructional Systems; Man Machine Systems; *Models; *Programed Tutoring
IDENTIFIERS- *Intelligent Tutoring Systems

This paper summarizes some of the current approaches to student modelling in Intelligent Tutoring Systems (ITS) and proposes ways in which learning algorithms can be applied in ITS. The role of machine learning in tutoring systems is described, including student modelling, teaching strategies, and collaborative learning. The PIXIE system and the Automated Cognitive Modeller system are examined as examples of systems using machine learning for student modelling. Dynamic student modelling is explored in the context of bounded user modelling technique, which not only identifies the student's knowledge at any one time, but also identifies the way in which the knowledge is acquired. Also discussed is the latest area of research in machine learning, namely, "explanation based learning" (EBL), in which explanations are constructed from domain knowledge and examples of the goal concept. The paper concludes with an outline for a learning algorithm for deriving concepts from subconcepts. (23 references) (DB)

ED 328 262 IR 053 420

Copyright & Home Copying. Technology Challenges the Law.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Oct 89
NOTE- 303p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiotape Recordings; *Economic Impact; Electronic Equipment; Fair Use (Copyrights); *Information Technology; Information Transfer; *Intellectual Property; *Legal Responsibility; Questionnaires; Reprography; Surveys; Technological Advancement; Videotape Recordings
IDENTIFIERS- *Home Recording

Home recording technologies allow today's consumer to make near-perfect copies of recorded music, television shows, movies, and other copyrighted works for private use at home. With the advance of digital recording equipment, consumers will be able to reproduce these copyrighted works with even greater accuracy. This is an issue of great concern for copyright owners, who claim that home copying is detrimental to their sales. This report presents an examination of home recording technologies and their relationship to the legal status of home copying, a comparison of the economic effects that home audiotaping may have on the recording industry with the effects that restricting home taping might have on consumers, a discussion of legal action that Congress or the industry may initiate, and the results of a national survey of home taping and copying behavior. The report is divided into seven chapters: (1) Summary, Issues, and Options; (2) Technological Change and Home Copying; (3) Legal Aspects of Copyright and Home Copying; (4) An Overview of the U.S. Record Industry; (5) Copyright Royalties for Music and Sound Recording; (6) The OTA (Office of Technology Assessment) Survey; and (7) Economic Perspectives on Home Copying. Appendixes contain a description of the survey development and review, a copy of the survey questionnaire, OTA survey tables, and a list of contractor reports related to the study. (MAB)

ED 328 277 IR 053 437

Humes, Barbara; Cameron, Carol
Library Programs. Library Literacy Program: Analysis of Funded Projects, 1989. LSCA VI.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 63p.; For the 1988 report, see ED 310 790.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Federal Aid; Financial Support; *Grants; *Library Services; *Literacy; National Programs; Program Descriptions; *Public Libraries; Second Language Programs; State Libraries; Training; Tutors
IDENTIFIERS- Family Literacy; *Library Services and Construction Act

This report on the types of library projects funded by the Library Services and Construction Act (LSCA) Library Literacy Program indicates that, out of the 533 state and local public library proposals which were submitted, 214 libraries in 47 states received funding, and that grants ranging in size from $1,400 to $25,000 were awarded to 16 state libraries and 198 local public libraries. Six sections divide the report. Section I provides an overview of the types of literacy activities that have found funding, e.g., projects which establish literacy collections, train tutors, offer English-as-a-Second-Language instruction, or provide family literacy services. Discussed in section II are the major developments in the areas of evaluation, family literacy, computer instruction, and special populations that have occurred in these projects. Examined in section III are such common characteristics of the 1989 project activities as collaboration, cooperation, coalition building; public awareness; training; collection development; technology-assisted approaches; special instructional components; and employment-oriented projects. Section IV provides an exhaustive list of the project activities and their activity codes, and section V presents descriptions of each project. Listed alphabetically by state, the project descriptions include the library name, address and phone number, director's name, amount of funding, and codes for activities encompassed by the project's scope. Finally, section VI presents an analysis of the 1989 applications, grants, and project activities and provides statistics on the applications received and funded; it also investigates state and local public library activities. (MAB)

ED 328 305 JC 910 094

Lucas, John A.; And Others

Feasibility Study for Hotel/Motel Career Program for Harper College. Volume XIX, No. 1.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 28 Sep 90

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Community Surveys; Continuing Education; Educational Demand; *Employer Attitudes; *Employment Projections; *Enrollment Projections; Feasibility Studies; *Food Service; *Hospitality Occupations; Hotels; Needs Assessment; Program Development; Questionnaires; Salaries; Two Year Colleges; *Vocational Education

IDENTIFIERS- William Rainey Harper College IL

In spring 1990, a study was conducted at William Rainey Harper College (WRHC) to determine the feasibility of adding a career program in Hotel/Motel Management (HMM) to the current Food Service Program. Surveys were sent to 53 hotels and motels in the WRHC service area to determine employment demands that would affect the hiring of graduates of the proposed program over the next 5 years, as well as to assess the interest among current employees in obtaining further specialized training. Study findings, based on a 55% response rate, included the following: (1) in any one semester, current employee demand would bring an additional 39 new full-time students, 105 new part-time students, and 81 new full-time equivalent students to WRHC, more than doubling current enrollment in the Food Service Program; (2) the starting salaries for graduates of the proposed program was estimated at $19,000 annually, which is less than the $24,000 average salary of other career graduates of WRHC; (3) given the starting salary differential between programs, actual HMM program enrollments might be lower than numbers projected from the current employee demand; (4) the 29 respondents indicated that they could place 46 students per year in internship positions; (5) course scheduling preferences were for weeknights; (6) course preferences included Front Office Procedures, Spanish, and marketing classes; and (7) about half of the responding organizations indicated that they would provide some type of tuition reimbursement. Data tables, the survey instrument, cover letter, and course lists are included. (GFW)

ED 328 332   JC 910 143

Einspruch, Eric; Downing, Sherry

Profile of the Academically Underprepared Student at Miami-Dade Community College.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- May 90

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Age; College Credits; *College Preparation; Community Colleges; *Educationally Disadvantaged; Ethnic Groups; Females; High Risk Students; Males; Minority Groups; *Remedial Programs; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Miami Dade Community College FL

A profile is provided of students at Miami-Dade Community College (M-DCC) who enrolled in at least one college preparatory course in fall 1989. The report covers the number of academically prepared students; their ethnic distribution, age, gender, and native language; the year they graduated from high school; their enrollment and matriculation status; and the number of credits they earned. Comparing the academically underprepared students with students who took no college preparatory classes that term, the report highlights the following: (1) one in five fall 1989 students enrolled in at least one college preparatory course during the term; (2) of these students, 18% were White non-Hispanic, 21% were Black non-Hispanic, and 59% were Hispanic; while among students not enrolled in college preparatory classes, 29% were White non-Hispanic, 15% were Black non-Hispanic, and 54% were Hispanic; (3) of those students enrolled in a college preparatory course, 51% had a native language other than English, as did 44% of those not enrolled in a college preparatory course; (4) 37% of the academically underprepared students had graduated from high school the previous year, compared to 11% of those enrolled in college-level courses only; (5) of those students enrolled in a college preparatory course, one third were under 20 years of age and another third were between 20 and 24 years of age; and (6) about the same number of new students (N=4,524) and continuing students (N=4,396) were enrolled in college preparatory course work.

ED 328 348 PS 019 348

Description of Child Care Training Programs in Canadian and International Jurisdictions.

Ontario Ministry of Community and Social Services, Toronto.

PUB DATE- Oct 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Early Childhood Education; *Educational Legislation; Foreign Countries; Postsecondary Education; Program Descriptions; *Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Canada; *Equivalent Instruction Programs; France; Program Characteristics; Sweden; United Kingdom

This report reviews the child care arenas in Canadian jurisdictions in particular, and in the jurisdictions of Sweden, United Kingdom and France as well. The report also provides a list of Canadian early childhood education programs that have lasted two years or longer. For each jurisdiction, the related legislation is outlined in order to provide a context within which to make comparisons to Ontario. All programs in jurisdictions where there are specific legislative requirements regarding staff qualifications, or where bonafide training programs are identified in legislation, are reviewed. In instances where there are no staff qualifications, or where the legislation does not recognize specific programs, only programs of two years' or longer duration are considered. Equivalency processes for individuals with foreign or alternative credentials are described. (RH)

ED 328 395 RC 017 993

Thiel, Russell
Micro Labs for High School Chemistry.
PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Rural and Small School Conference (20th, Manhattan, KS, October 29-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; High Schools; Laboratory Equipment; *Laboratory Experiments; Laboratory Procedures; Learning Activities; Lesson Plans; Resource Materials; Science Instruction; Secondary School Science; *Small Schools
IDENTIFIERS- *Microlabs

This resource guide provides information for 13 laboratory experiments designed to be conducted in small schools with limited equipment and materials. For each experiment, the document outlines necessary equipment and materials, experiment procedures, and questions to be answered. The experiments are: (1) studying the properties of water; (2) floaters and sinkers; (3) drop height; (4) Boyle's Law; (5) hydrogen and oxygen generation; (6) the Molar volume of a gas; (7) sodium hydrogen carbonate stoichiometry; (8) ammonia fountain; (9) ionic reactions; (10) chromate-dichromate equilibrium; (11) introduction to chemical thermodynamics; (12) rates of chemical reactions; and (13) finding the detection limit for calcium with ethylenediamine tetraacetic acid (EDTA). A list of resource persons is included. (ALL)

ED 328 411 SE 051 886

Westcott, Dale; And Others

Energy and Safety: Science Activities for Elementary Students, Level II (Grades (3-4).

New York State Education Dept., Albany.; State Univ. of New York, Albany. Atmospheric Science Research Center.
PUB DATE- 84
NOTE- 99p.; A product of the Energy Education Project. For related documents, see SE 051 885-887.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Acoustics; •Computer Assisted Instruction; •Electricity; Elementary Education; •Elementary School Science; •Energy; •Energy Conservation; Energy Education; Experiential Learning; Intermediate Grades; Laboratory Procedures; Physics; Safety; •Science Activities; Science Education

Thirteen activities are presented that focus on a common phenomenon of a child's world: energy. These activities relate energy, how it occurs, how it is used, and how to use it safely. Each activity includes the purpose, introduction, background, procedure, materials, estimated time for the activity, typical results, safety notes, and more ideas. Student worksheets are provided for some steps in the procedure. Activities follow questions such as: What is sound and how does it travel?; Where does heat go?; What is static electricity?; and How can we get energy from matter? Safety is emphasized on many of these worksheets. Take-home letters are also provided so that parents can help children to develop safe energy habits. Included are a glossary, resource section, and a matrix where activities are cross referenced with the understandings, skills, and attitudes listed in the New York State elementary science syllabus. (KR)

ED 328 429 SE 051 904

The Universe in the Classroom. A Newsletter on Teaching Astronomy. Issues 14-16, 1990.

Astronomical Society of the Pacific, San Francisco, CA.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Bibliographies; *College Science; Current Events; *Glossaries; Higher Education; *High Schools; Newsletters; *Resource Materials; Science Education; Science Materials; *Secondary School Science

This document consists of the three issues of this newsletter published in 1990. Designed to assist teachers at the secondary and college level in designing and presenting instruction on the topic of astronomy, typical articles in this newsletter include: (1) "Introductory Astronomy Glossary," which presents the definitions of 42 different terms; (2) "A Basic Astronomy Library," which lists over 100 books on various astronomy topics at different instructional levels; and (3) "The Latest News on the Hubble Space Telescope: Flawed but Working and Fixable." (CW)

McFadden, Charles P.

Association of Selected Teaching Conditions with Reported Instructional Pratices: From a Survey of New Brunswick and Nova Scotia Grades 7, 8 and 9 Science Teachers. Research Report Number 4.

New Brunswick Univ., Fredericton. Atlantic Science Curriculum Project.
PUB DATE- Jan 91
NOTE- 20p.; For related documents, see SE 051 944-946.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Curriculum Development; Experiential Learning; Foreign Countries; Inservice Teacher Education; Junior High Schools; Laboratories; *Middle Schools; *Professional Development; Program Descriptions; Science Activities; Science Curriculum; Science Education; Secondary Education; *Secondary School Science; *Surveys; *Teaching Methods
IDENTIFIERS- Atlantic Science Curriculum Project; New Brunswick; Nova Scotia; SciencePlus Program (ASCP)

A survey of grade 7, 8 and 9 science teachers in New Brunswick and Nova Scotia was conducted as part of a research program to determine the consequences for teaching and learning of the recent introduction of the SciencePlus program developed by the Atlantic Science Curriculum Project and the need for further curriculum and professional development. The survey explored some of the conditions of teaching, teachers' goals and instructional practices, and teachers' professional development needs and preferences. Comparison with previously published research indicated that teaching practices in the region appear to have changed over the past decade in the direction of greater hands-on practical activity. This report combines data from the New Brunswick and Nova Scotia surveys to look at the association between selected teaching conditions and selected teaching practices. Chi-square statistical analyses have been done to establish the existence of statistically significant associations between these sets of categories. (KR)

ED 328 480 SO 021 064

Holland, Simon
How Computers Are Used in the Teaching of Music and Speculations about How Artificial Intelligence Could Be Applied to Radically Improve the Learning of Compositional Skills. CITE Report No. 6.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 86
NOTE- 35p.; For related documents, see SO 021 065-067.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Computer Science; Computer Uses in Education; Educational Research; Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; *Interactive Video; *Musical Composition; *Music Education; Skill Development

This paper forms part of a preliminary survey for work on the application of artificial intelligence theories and techniques to the learning of music composition skills. The paper deals with present day applications of computers to the teaching of music and speculations about how artificial intelligence might be used to foster music composition in the future. The field of music composition makes use of computer aided instruction in the areas of music theory, music history, and aural testing. Music Logo, the use of the programming language, Logo, to create music, is another application of computer technology to music. Computerized musical instruments allow students to compose and play music at their own level; to listen and adapt these compositions; and to analyze existing music for pitch, note intervals and values, and pattern recognition. Interactive videogames provide untrained students with opportunities to compose music and hear it immediately and to teach musical transformations through simple visual manipulation of music. In the future, artificial intelligence may make modest contributions to support the learning of music composition in the areas of intelligent tutors that focus on music theory, aural training, harmonization, and some highly formalized and artificial styles of composition. Intelligent tools in the form of editors, instruments, and analytical aids along with educational games also could help students learn about music composition. The document contains 16 figures. (DB)

ED 328 498 SO 030 328

North Carolina Test of U.S. History. Technical Characteristics. Forms A-J.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.

PUB DATE- 90

NOTE- 62p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Academic Achievement; Educational Research; Public Schools; Secondary Education; *Standardized Tests; Statistical Data; *Testing Programs; Test Manuals; Test Validity; *United States History

IDENTIFIERS- *North Carolina

One in a series of technical manuals describing the curricular and psychometric characteristics of tests administered by the State of North Carolina, this manual contains a description of the U.S. history test given to high school students. It is designed to facilitate the proper technical use of the test scores obtained from the administration of the test. The manual contains the following sections: description; validity; method for deriving score; reliability and other statistics; curricular assessment; content of the test; and norms. Two appendices cover goals and objectives and new goals and objectives. Tables and figures appear throughout the manual presenting statistical data. (DB)

ED 328 077 FL 019 045

McVey, Marianna; And Others

Middle Immersion Review 1990: A Comparison of Ottawa Board of Education Students in Three French Immersion Programmes in Grade 6 and Grade 8. Research Paper 90-01A.

Ottawa Board of Education, Ontario. Centre for Research, Professional Development and Evaluation.

PUB DATE- Sep 90

NOTE- 100p.; For a related document, see FL 019 044.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Education; English; Enrollment Rate; Enrollment Trends; Followup Studies; Foreign Countries; *French; Grade 6; Grade 8; *Immersion Programs; *Language Proficiency; Learning Readiness; Predictor Variables; Program Effectiveness; Program Evaluation; *Student Characteristics; Teaching Methods; Verbs

IDENTIFIERS- *Ottawa

A study compared the achievement of students in three Ottawa French programs: early French immersion (EFI), begun in kindergarten; middle French immersion (MFI), begun in fourth grade; and late French immersion (LFI), begun in sixth grade, with students in core French instruction since kindergarten. Extensive testing and data-collection investigated oral and written French production skills, achievement in grades 6 and 8 for two cohorts and for students taking the test in both grades, age and program differences in mastery of French verb skills, language-related activities and pedagogic patterns related to program type, student progress on standardized tests, and enrollment patterns. Sample classes were observed and tested in both the classroom and the language laboratory. The report describes the study's methodology and correlates test and classroom observation results. An analysis indicates the following: the performance of MFI students was between that of the EFI and LFI students; the current policy of student enrollment in grade nine French language programs is appropriate; eighth grade performance was better than sixth grade performance in each program; additional verb usage research is needed; the programs differ in pedagogic orientation; and introduction of MFI has not reduced EFI or LFI enrollments. Measurement instruments, data, and a brief reference list are appended. (MSE)

Brandenburg-Ayres, Susan
Working with Parents. Module 4. Bilingual/ESOL Special Education Collaboration and Reform Project.
Florida Univ., Gainesville. Dept. of Special Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 185p.; For the other modules in this series, see FL 019 060-064.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Consultants; Disabilities; Educational Strategies; Elementary Secondary Education; *English (Second Language); Higher Education; High Risk Students; Inservice Teacher Education; *Language Acquisition; *Language Skills; *Limited English Speaking; On the Job Training; Second Language Instruction; Second Language Learning; Skill Development; *Special Education

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the fourth in a series of five, addressess such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English background parents (NEBP) and students, assessing the needs of NEBP families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

ED 328 124 HE 024 169

MacIsaac, Douglas

Teacher Induction Partnerships Program.

University of Northern Colorado, Greeley.
PUB DATE- 90
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Experiential Learning; *Extended Teacher Education Programs; Graduate Study; Higher Education; *Internship Programs; Mentors; Program Descriptions; State Universities; Teacher Education; *Teacher Interns; Teaching Experience; Transitional Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Northern Colorado

The University of Northern Colorado Teacher Induction Partnerships program is designed to accomplish the transition from beginning or re-entry teacher to experienced professional in a smooth and effective fashion. The program provides a reality-based educational experience designed to assist beginning and re-entry teachers in developing and expanding their professional skills during the induction year. Program participants teach full time and attend monthly seminars, and earn a monthly stipend and graduate credits. The program provides professional course work along with field consultation and supervision. Participating school districts provide the context for the field experience utilizing a mentor/protege model. This program description examines the university and public school partnership, funding, program staff, partner teacher and mentor roles, retention, program development, and evaluation. (10 references) (JDD)

ED 328 154 HE 024 207

Haase, Patricia T.
The Origins and Rise of Associate Degree Nursing Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 210p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Educational History; Federal Aid; Federal Programs; Government Role; Higher Education; Nursing; *Nursing Education; Philanthropic Foundations; Political Influences; Private Financial Support; Program Development; Research Projects; *Social History; *Staff Role; Teacher Education; Two Year Colleges
IDENTIFIERS- *Kellogg Foundation

This book offers an analytical history of the associate degree nursing (ADN) program and the role of associate degree nurses in the U.S. health care system. It covers the period from just after World War II to the middle of the 1980s. The support of the W. K. Kellogg Foundation and the Federal Government for ADN education is highlighted. Chapter titles include: "The Roots of the ADN Idea," "Setting the Stage for a New Nursing Program," "The Cooperative Research Project: The ADN Pioneers," "The Impact of the ADN on Nursing Education," "The W. K. Kellogg Foundation and the Four-State Project," "The Federal Government Lends a Hand," "Upheaval Within: The Politics of the Profession," "ADN Education at the Age of Twenty," "The Kellogg Project: The Work Role of the AD Nurse," "ADN Faculty Preparation," and "Epilogue." A bibliography of over 150 consultants, W. K. Kellogg Foundation archives, government documents, nursing organization publications, monographs, and articles and periodicals is included. (JDD)

ED 328 170 HE 024 224

Bronner, Simon J.

Piled Higher and Deeper: The Folklore of Campus Life.

PUB DATE- 90

NOTE- 256p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Environment; *College Environment; College Students; *Cultural Context; Culture; Educational History; *Folk Culture; Higher Education; *Legends; Role of Education; Social Life; *Student Role

This book examines the composition and context of folklore on college campuses, contrasting its more individual character today with its communal traditions in times past, and interpreting what these traditions reveal about the role of students in American society and culture. An introductory section examines the role of folklore in higher education throughout U.S. history. In a section titled "Remember the Tests," the book covers the academic side of college life, including legends and beliefs about exams, grading, cheating, and professors. Under "Remember the Fun" the book covers the social side, such as class competitions, dorm games, practical jokes, singing events, seasonal festivals, sports rituals, and fraternity and sorority traditions. "Remember the Homework That Never Got Done" focuses on various scares and distractions from studies, such as stories of ghosts in the library. A final section offers legends and customs about graduation. Includes over 500 references. (JDD)

ED 328 186 HE 024 241

McPherson, Andrew; And Others

Highers and Higher Education.

Edinburgh Univ. (Scotland). Centre for Educational Sociology.; Strathclyde Univ. (Scotland). Dept. of Statistics and Modelling Science.

SPONS. AGENCY- Association of Univ. Teachers (Scotland).; Association of Univ. Teachers (Scotland). Educational Trust Fund.

PUB DATE- 90

NOTE- 64p.; For a related document, see HE 024 240.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Access to Education; College Attendance; Curriculum Development; Educational Opportunities; Enrollment; *Enrollment Influences; *Enrollment Rate; Enrollment Trends; Foreign Countries; *Higher Education

IDENTIFIERS- *Scotland

This report addresses the implications of school course structures for levels of participation in post-compulsory education in Scotland. The report cites a 21.2% level of participation in higher education among the young in Scotland. The paper contends that the structure of the Scottish Highers examination and related examinations (the Ordinary and Standard grades, the National Certificate, and the Certificate of Sixth Year Studies) contributes to Scotland's voluntary participation rates being higher than those of Britain as a whole, principally by reconciling the conflicting demands of access and standards. The report: (1) reviews evidence and arguments concerning voluntary participation and attainment at school, and entry to higher education; (2) analyzes participation in S4 (fourth year, and, for the majority of pupils the final compulsory year), S5, and S6; (3) discusses courses and attainment in S5 and S6 and trends and comparisons in overall attainment; (4) examines destinations after school, mainly applications and entry to higher education, and considers attainment in higher education; (5) attempts to place the functions of the S5 Higher courses in the overall context of post-compulsory participation at the secondary and tertiary levels; and (6) considers what would happen to participation in higher education if the S5 Higher were discontinued, based on empirical research and natural quasi-experiments. (65 references) (JDD)

Serafin, Ana Gil

Course Syllabi and Their Effects on Students' Final Grade Performance.

PUB DATE- *Oct 90*
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Behavioral Objectives; *Course Descriptions; *Course Objectives; *Course Organization; Evaluation Criteria; Foreign Countries; Higher Education; Influences; Instructional Effectiveness; *Performance Factors; Teaching Methods; Undergraduate Study
IDENTIFIERS- Pedagogical University of Caracas (Venezuela); Venezuela

This study examined the relationship between the changes introduced in a course syllabus for a course titled "Instructional Strategies" and the final grades obtained by freshman and sophomore students in three successive academic periods. A sample of 150 subjects was randomly selected from students enrolled in the course at the Pedagogical University of Caracas, Venezuela. The course syllabus experienced three changes in terms of specific objectives, contents, learning activities, instructional resources, and evaluation criteria. The findings of the study suggest that the changes introduced to the course syllabus did affect the final grade performance of students. It is concluded that more explicit course syllabi, in terms of number of objectives, content, instructional resources, and grading components, represent greater amounts of information that can be better processed in the learning situation. (12 references) (JDD)

ED 328 232 IR 014 831

Technology Planning for Improving Schools. Ideas and Resources for Educators in New York State.

New York State Education Dept., Albany. Office of Elementary and Secondary Education Planning, Testing, and Technological Services.

PUB DATE- 89
NOTE- 80p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Change Strategies; Computer Assisted Instruction; Educational Administration; Educational Change; *Educational Planning; *Educational Technology; *Instructional Design; *Program Implementation; Program Improvement; School Districts; Summative Evaluation

The purpose of this publication is to help school district leaders improve the use of technology in schools through the design and implementation of a planning process. Three levels of the process are noted, including strategic planning of overall direction for program improvement, program planning of objectives and management, and curriculum planning, which specifies how technology will be integrated into the classroom. The guidebook is organized around seven major tasks: (1) develop a planning structure and process; (2) establish a direction; (3) develop program plans; (4) create curriculum applications; (5) design the technology support system; (6) prepare for implementation and change; and (7) evaluate performance and effectiveness. Each task is described in a separate section that provides a rationale for the conduct of the task, a description of the process for carrying out task-related activities, exhibits and illustrations of planning activities, and key considerations in carrying out the tasks. A checklist of tasks and steps is included, as well as a glossary of terms and lists of national and state technology planning resource organizations and individuals. References are listed by tasks. (77 references) (DB)

ED 328 247 IR 053 404

Churchville, Lida Holland Comp.
CCIDA Bibliographies from the Canadian Centre for Information and Documentation on Archives, National Archives of Canada.
National Archives and Records Service (GSA), Washington, DC. Archives Library Information Center.
PUB DATE- May 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; Computer Software; Information Storage; Library Automation; *Library Guides; Library Materials; Nonprint Media; Records Management; Reference Materials; Research Skills; Resource Materials
IDENTIFIERS- *Canadian Centre Info Documentation on Archives

This document lists 48 subject bibliographies produced by the Canadian Centre for Information and Documentation on Archives (CCIDA) from 1987 to 1990. Listed chronologically by CCIDA bibliography number, each entry provides the name of the author, the title, publication date, and number of pages. Topics covered include authentication of archival materials, design of effective finding aids, appraisal and arrangement, the archival profession, exhibitions and public programs, records management, facilities and security, conservation, copyright, acquisitions, automation, reference services, machine readable files, nonprint media, optical disks, microformats, access to information, development policy, and records creation. Each entry provides the document's author, CCIDA bibliography number, publication date, and number of pages. A subject index is included. (MAB)

ED 328 109 HE 024 125

Fiske, Edward B.; Steinbrecher, Phyllis
Get Organized! Fiske's Unbeatable System for Applying to College.
PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Admission; *College Applicants; College Bound Students; *College Choice; Higher Education; High Schools; High School Students; Institutional Characteristics; Self Evaluation (Individuals); Student Financial Aid

This guide was created to help high school students feel comfortable with the college admissions process. Its step-by-step approach to the process is designed to take the stress out of the task by clearly laying out what must be done and when, beginning with the junior year of high school. The guide contains a calendar that runs from September of the junior year through June of the senior year, listing milestones in the college application process. It also includes an "Application Checklist" which outlines in a grid format the steps that must be taken to apply to colleges. It provides a section to help the student evaluate himself or herself and determine the most important characteristics of a college or university. It describes commonly required standardized tests, lists questions to help prepare for campus visits, and outlines a method for organizing findings from campus visits and interviews. The final section shows how to narrow the college selection and fill out application forms and other forms, and provides basic information on financial aid. (JDD)

ED 328 319 JC 910 110

Morris, Cathy; Belcher, Marcia J.
What Factors Predict Differences in CLAST Performance among Community Colleges? Research Report No. 90-12R.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- May 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Achievement Tests; Basic Skills; Community Colleges; *Enrollment Trends; High Risk Students; *Institutional Characteristics; Institutional Evaluation; Minority Groups; *Predictor Variables; Remedial Programs; School Size; *Scores; Standardized Tests; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

In 1990, a study was conducted at Florida's Miami-Dade Community College (MDCC) to identify institutional factors that predict pass rates on the College-Level Academic Skills Test (CLAST). Statewide results of the October 1989 administration of the CLAST were used for the study, including the scores of all students who indicated that they had completed 60 or more credits toward the associate degree and who were writing the test for the first time. The percentage of students passing all four subtests of the CLAST was recorded for each community college in the state. The study assessed the validity of the following institutional characteristics as predictors of CLAST pass rates: minority enrollment, the percentage of entering students with below college-level basic skills, student attrition before the CLAST, and institutional size. Findings indicated the following: (1) pass rates ranged from a low of 46% at MDCC to 83% at Indian River, one of the small colleges; (2) the combined average pass rate for the state's community colleges was 69%; (3) among the colleges, MDCC had the largest minority enrollment (73%), the largest percentage of students requiring basic skills remediation (65%), and the highest proportion of remedial to college-level enrollments; and (4) for the colleges as a whole, low CLAST pass rates were positively correlated with high minority enrollments and a high proportion of remedial to college-level enrollments. Based on the study finding that percentage of minority students was a more significant predictor of an institution's CLAST pass rate than either the basic skills level of entering students or the percentage of students being screened out before taking the CLAST, it was concluded that state funding for special instructional support for minority students be allocated on the basis of the number and percentage of minority students at an institution. (GFW)

ED 328 349 PS 019 355

Newcomb, Thomas L.
Poetry Experiences with Young Children. Revised Edition.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; Elementary Education; Elementary School Students; Guidelines; Language Arts; Learning Activities; *Poetry; *Young Children

Written as a resource for teachers, parents and poets working with young children, this publication offers advice about providing experiences with poetry to young children. Material focuses on the "frolicsome use of language," "snap-shot poetry experiences," and classroom poetry centers. Seven references are cited, and a bibliography provides 10 resources for children and 11 for teachers. (RH)

ED 328 350 PS 019 363

Yagi, Kan
State Disadvantaged Child Project in the Portland Public Schools. 1988-89 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Feb 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; Budgets; Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; High School Students; Homework; Junior High School Students; Middle Schools; Preschool Children; Program Effectiveness; Program Evaluation; State Programs; Tutoring
IDENTIFIERS- *Portland Public Schools OR; Program Characteristics; Project Head Start

The purpose of this report is to describe the programs that make up Oregon's Disadvantaged Child Project (DCP) and document the ways in which students benefited from participation. The DCP was established in 1967 to provide supplemental services to children in low-income and culturally deprived areas. The project contains three major components: (1) Target Area schools whose primary target populations are students in the low-income core area of a Portland District served by eight elementary schools, a middle school, and a high school; (2) Qualifying Middle schools outside the core area attended by students from the area; and (3) two special programs: a Head Start early childhood education program and an after-school tutoring and homework assistance program, both of which mainly serve students from the Portland core area. The Target Area schools served nearly 6,600 students in 10 schools. Project funds in these schools were mostly used to provide additional teachers and teacher assistants for the purpose of increasing teacher-to-student ratios, and to enrich curricula. Qualifying Middle schools served 160 students. To a great degree, services took the form of supplementary instruction in basic skills. Fall and spring achievement test results for the Target Area schools showed student achievement levels in reading, math, and language usage that were lower than district averages. (RH)

ED 328 366   PS 019 478

Leigh, Cindy; And Others
Primary Guide for Instructional Planning.
Mississippi Univ., Jackson. Early Childhood Leadership Inst.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Bureau of Instructional Services.
PUB DATE- 90
NOTE- 1,464p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF12/PC59 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Cooperative Learning; *Instructional Development; Instructional Materials; Integrated Curriculum; Learning Activities; Learning Centers (Classroom); Primary Education; State Curriculum Guides; *Student Projects; *Teaching Methods; *Thematic Approach; *Units of Study; Whole Language Approach
IDENTIFIERS- *Mississippi

Mississippi's guide for instructional planning for the primary grades consists of six units and appended materials. Research principles incorporated into the guide include: (1) a project approach that encourages the study of specific topics; (2) an integrated language program based on use of children's literature for informal and formal instruction in language arts; (3) mathematics instruction involving the use of manipulatives, a variety of representational forms, calculators, and a strong emphasis on problem solving; (4) student grouping practices that promote collaborative projects and activities; and (5) the design of learning centers to enhance instruction in basic skills. The six unit themes, and their suggested time-lines, are: Living and Learning Together, August-September; Our Town, October-November; Then and Now, November-December; Investigations, January-February; Fantasy and Fact, March; and The Big Backyard, April-May. Each unit follows the same format, consisting of title, topic web, general goals that guide planning, methods of evaluation, specific unit goals, a project section, and an activity section. Required and recommended books are cited at the end of each unit. Appendices provide teacher resource materials, an informal test, a social skills checklist, a reading interview notesheet, and a subject area checklist and developmental checklist. (RH)

ED 328 381 RC 017 972

Hall, Jean M. Ed.

Training and Jobs: Keys to Rural Economic Development. A Regional Rural Revitalization Conference (Huntsville, Alabama, April 5-6, 1990).

Southern Rural Development Center, Mississippi State, Miss.

SPONS. AGENCY- Alabama A and M Univ., Normal.; Alabama Cooperative Extension System, Montgomery.; Tennessee Valley Authority, Knoxville.

PUB DATE- Apr 90

NOTE- 70p.; Also sponsored by the Community Action Agency of Huntsville/Madison and Limestone Counties.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Economic Development; Educational Needs; *Educational Objectives; *Education Work Relationship; Elementary Secondary Education; *Government Role; *Labor Force Development; Postsecondary Education; Role of Education; Rural Areas; *Rural Development; Rural Education

IDENTIFIERS- *United States (South)

The conference brought Southern state and local leaders together to discuss ways to revitalize depressed rural areas and to improve citizens' quality of life. Papers discussed: (1) goals for rural educational improvement; (2) human resource barriers to community and economic development in the South; (3) survey results indicating that Alabama engineering schools are not sufficiently funded to provide the programs needed for economic growth in the state; (4) U.S. industry in transition and its need for a skilled work force; (5) partnerships among business and industry, schools, and government to combat "workforce illiteracy"; (6) strengthening the 2-year college's role in economic development; (7) fostering economic development and entrepreneurship through economic education in grades K-12; (8) the Alabama Governor's Rural Development Initiative projects; (9) trends in Alabama's recent economic progress; (10) trends in rural Tennessee's economic development, jobs, and education; (11) projects and publications of the Southern Rural Development Center linking education and economic development; (12) a regional approach to rural economic development; (13) programs of the Tennessee Valley Authority's Skills Development Department; (14) the role of federal legislation, the Cooperative Extension System, and the U.S. Department of Agriculture in rural development; and (15) the role of education in economic development. (SV)

ED 328 430 SE 051 905

Yager, Robert E.; And Others

The Nature of "Exemplary" Science Teachers: Implications for Teacher Education.

PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Conferences; *Demonstration Programs; Elementary School Science; Elementary Secondary Education; *Foreign Countries; Program Descriptions; Science Education; *Science Teachers; Secondary School Science; *Teaching Methods
IDENTIFIERS- *Australia; *Israel; Science Education Research

There is little doubt that the findings of research in science education can be depressing at times. The literature is replete with reports and research findings which highlight problems and shortcomings associated with the teaching and learning of science. In order to provide a refreshing alternative to the majority of research reports which malign science education and highlight its major problems and shortcomings, a series of case studies of exemplary practice in science teaching was initiated in three nations to provide a focus on the successful and positive facets of schooling. It was assumed that much could be learned from case studies of exemplary practice that would stimulate and guide improvements in science education, especially with such an international perspective. This symposium was designed to permit the first comparison and discussion of results in Australia, Israel, and the United States. Included are three papers entitled "Case Studies of Practices Used by Exemplary Science and Mathematics Teachers," (Barry Fraser and David Treagust, Australia); "Research on Exemplary Chemistry Teachers in Israel," (Avi Hofstein, Israel); and "The Practices of Teachers Who Develop Exemplary Science Programs," (Robert E. Yager and Ronald J. Bonnstetter, United States). (CW)

Kinney, James H.

A Comparison of Cooperative Learning Strategies to Traditional Learning Strategies Used on the Same Group of Multicultural Ninth Grade Biology Students during the Same School Year. A Research Paper Regarding a Grant from the Alexandria City School Board Aimed At Improving Existing Programs in This School Division.

PUB DATE- Jan 91
NOTE- 34p.; Contains some light and broken type which may not produce well. For a related document, see ED 309 096.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Junior High Schools; Science Education; *Secondary School Science; *Student Attitudes; *Teaching Methods

Much research has been conducted regarding the effectiveness and efficiency of cooperative learning on groups of students. Many student may think they like cooperative learning. Such students, however, may really prefer traditional learning in that same subject if they were taught by the same instructor. Students that have not been taught by the same instructor in that same subject can't accurately determine which method best suits their needs. Therefore, the focus of this study was to give one group of 19 ninth-grade biology students in the Alexandria City, Virginia school district one semester using and promoting only cooperative exercises followed by one semester using and promoting only traditional exercises. The same instructor was used throughout this study. The cooperative learning model consisted of a 3-day cycle of a group quiz, group competition, followed by an individual test. Labs and other activities were also implemented in a cooperative setting. The traditional routine used was teacher lecture, class worksheets, followed by a test. Labs and video presentations were given following the test. An introduction, the methodology, the statistical analysis, and a summary are included. The name of the textbook used in the study, examples of short term and long term achievement tests, and the short term and long term achievement data are appended. (KR)

ED 328 499 SO 030 352

Teachers' Views on World Issues: A Digest of the Policies of WCOTP.
World Confederation of Organizations of the Teaching Profession,
Morges (Switzerland).
PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Educational Policy; Educational Principles; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; Social Problems; *Teacher Associations; *Teacher Attitudes; Teaching (Occupation); Womens Studies; World Affairs; World Problems
IDENTIFIERS- *World Confederation of Orgs of the Teaching Prof

This document summarizes the policies of the World Confederation of Organisations of the Teaching Profession (WCOTP) in relation to a wide range of topics affecting education and the status of teachers. Topical areas are covered in four sections: education, teachers, women, and contemporary world issues. Section 1, "Education," looks at basic (compulsory) education, education and the world of work, equality of educational opportunities, early childhood education, education of indigenous peoples, technical and vocational education, educational financing, education of the disabled, school libraries, and education and development. Section 2, "Teachers," discusses teacher education; status of teachers; teachers and educational policy; teacher involvement in the development of textbooks and social programs; teachers and new social, scientific, and technological challenges; teachers' rights; trade union rights; teachers' working conditions; and international unity of the teaching profession. Section 3, "Women," emphasizes women in education; women and girls in scientific, technical, and vocational education; women in the teaching profession; women in teachers' organizations; and women in the wider society. Section 4, "Contemporary World Issues," comments on apartheid, world peace, human rights, north-south economic relations, and education for a global community. (DB)

ED 328 140 HE 024 185

Schapiro, Morton Owen; And Others
Tracing the Economic Backgrounds of COFHE Students: Has There Been a "Middle-Income Melt?"
Consortium on Financing Higher Education, Cambridge, MA.
PUB DATE- Nov 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Applicants; College Bound Students; *College Choice; Comparative Analysis; *Enrollment Influences; Family Income; Higher Education; High Schools; High School Students; Middle Class Parents; *Middle Class Students; Paying for College; *Private Colleges; *Tuition
IDENTIFIERS- Consortium on Financing Higher Education

This report presents the results of a study examining the effects of rapidly rising tuitions at the nation's "elite" private colleges and universities, and the impact on the enrollment of middle-income students. The paper traces the income background of Consortium on Financing Higher Education (COFHE) schools and shows how students from backgrounds that are middle income and below have weathered the recent period of tuition increases. Shifts in the income distribution of students at COFHE institutions are compared with those of students at other institutions. In addition, a sample of high-achieving high school students is analyzed to examine how application, admission, and matriculation rates at COFHE institutions vary by income group. The report discusses the destinations of top high school students who either turn down an "elite" school or never apply to one, and the same sample of students is used in an analysis of how the net price of attending a COFHE institution varies with income. Finally, the attitudes of parents of top high school students who did not apply to a COFHE school are studied to determine how much these parents believed a COFHE institution would cost them; these are compared to actual costs. Contains eight references and an appendix of income statistics. (GLR)

ED 328 171 HE 024 225

21st Annual Survey of High Achievers: Attitudes and Opinions from the Nation's High Achieving Teens.

Who's Who among American High School Students, Lake Forest, IL.
PUB DATE- Oct 90
NOTE- 143p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academically Gifted; Academic Aspiration; Athletics; Career Choice; Current Events; Curriculum; Demography; Drinking; Drug Use; Drug Use Testing; Eating Habits; *Educational Practices; Employment; Environment; Friendship; High Achievement; High Schools; *High School Students; Marriage; Racial Differences; Sex Differences; Sexuality; Smoking; *Social Problems; *Student Attitudes; Student Characteristics; Student Leadership; Suicide; Tobacco

This survey was conducted by Who's Who Among American High School Students during the spring of 1990, to determine the attitudes of student leaders in U.S. high schools. A survey of high achievers sent to 5,000 students was completed and returned by approximately 2,000 students. All students were members of the junior or senior class during the 1989-90 academic year. The survey collected data concerning demographics, education/high school curriculum, student athletes, drug/alcohol testing, employment/allowances, college/career plans, environment, current events/issues of concern to student/heroes, suicide friendship/marriage, sex-related issues, diet/healthy eating, and drugs/alcohol/tobacco. Questions were tabulated by total response, sex, race, type of school attended, and type of community. (JDD)

ED 328 203 HE 024 267

Gray, John
Growth of Southern Higher Education Forestry Programs and Their Impact on the South's Timber Resources and Industries. Miscellaneous Publication No. 1456.
Forest Service (DOA), Washington, D.C.
PUB DATE- Oct 88
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Continuing Education; *Educational History; Extension Education; *Forestry; Forestry Aides; Forestry Occupations; Graduate Study; Higher Education; Lumber Industry; Postsecondary Education; *Professional Education; Program Development; Research; School Community Relationship; Special Programs; *Technical Education; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *United States (South)

This report documents historically the impact of postsecondary forestry and forest-products educational programs in the southern United States. Samples of programs described concentrate on programs that appear to have had an effect on the economy, the resource, or policy. The report discusses the impacts of two types of institutions: the 16 southern universities and colleges offering professional degree programs at the bachelor's or higher levels in forestry and forest-products fields; and 14 community colleges, junior colleges, and other institutions offering 2-year programs at the associate degree level. The report discusses organization of the programs, fields offered, cooperative relationships, program impacts, resident instruction, contribution to the South's professional work force, development of university programs, unique professional degree programs, production of top leaders, training programs for forestry and forest-products technicians, research, case examples of benefits from university research, extension programs, continuing education, and public service. A list of 57 cited published sources, 24 cited unpublished sources, and 60 interviews and letters concludes the report. (JDD)

ED 328 218 IR 014 813

Elsom-Cook, Mark
Dialogue and Teaching Styles. Centre for Information Technology in Education Report No. 62.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 28 Feb 89
NOTE- 29p.; For related reports, see IR 014 806-808 and IR 014 811-812.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Computer System Design; *Expert Systems; Foreign Countries; Instructional Systems; *Interaction; Man Machine Systems; *Models; *Programed Tutoring; Research Needs; *Teaching Styles
IDENTIFIERS- *Intelligent Tutoring Systems

Because interaction is the only observable information people have about teaching processes, it follows that the primary aspect of intelligent tutoring systems (ITS) is interaction, and that future work on domains or student models should be driven by the needs identified in the study of interaction. This paper begins by examining the idea of teaching styles in terms of the implications that they have for types of interaction between student and machine. The second and third sections describe the teaching knowledge of two existing ITS systems, IMPART and Dominie, which are models of interaction. It is noted that the interaction in IMPART is based on cognitive models of dialogue in humans, while the interaction in Dominie is based on cognitive models of thinking. Subsequent sections relate these systems to current studies of dialogue, and a set of components is proposed that must exist in a tutoring system if it is to support the kinds of interaction described. It is concluded that the proposed model requires approaching interaction as a planning process in which multiple plans are created simultaneously at a variety of levels of abstraction and completeness. (27 references) (DB)

ED 328 248 IR 053 405

Van Den Akker-Landrum, Linda, Comp.; And Others
CIDS Bibliographies. Research Papers Prepared by Members of the Archivist Career Training Program. ALIC Bibliography 1990-3.
National Archives and Records Service (GSA), Washington, DC. Archives Library Information Center.
PUB DATE- May 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Archives; *Government Libraries; Information Storage; Library Automation; *Library Guides; Library Materials; Nonprint Media; Reference Materials; Research Reports; Resource Materials
IDENTIFIERS- *National Archives

The 158 research papers listed in this bibliography were prepared by members of the Archivist Career Training Program from 1978-1990. Individual papers are listed alphabetically by author within the year in which they were produced. These papers provide information on various aspects of the National Archives, including presidential, federal, historical and other governmental archive collections; development policy; classification of intelligence reports and nonprint media; research trends; and ethical questions regarding archive accessibility. In addition to the name of the author and the title, each entry includes the publication date, regional division of the National Archives (if appropriate), and the number of pages. Two additional papers are listed on the inside front cover and both an author index and a subject index are included. (MAB)

ED 328 263 IR 053 421

Oakley, Robert L.
Copyright and Preservation: A Serious Problem in Need of a Thoughtful Solution.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 90
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Archives; *Compliance (Legal); Computer Storage Devices; *Copyrights; Fair Use (Copyrights); Federal Legislation; Information Storage; *Library Collections; *Library Materials; Microreproduction; *Preservation; Telecommunications
IDENTIFIERS- Book Preservation; Brittle Books

The deterioration of printed materials is a problem which is plaguing libraries worldwide. Preservation of these millions of volumes is a daunting task--many of the materials are so brittle that the lightest touch may damage them irrevocably. This paper explores the issues of maintaining preservation efficiency without infringing upon copyright laws. Six major sections explore these issues: (1) Background (the cause and magnitude of deterioration and the creation of the Commission of Preservation and Access in 1984); (2) The U.S. Copyright Scheme (the extent of public domain, copyright status of a work, the rights of and limitations on copyright owners); (3) Reprise--Applying the Act to the Brittle Books Preservation Program; (4) What Have Other Organizations Done about Copyright? (the Library of Congress, Research Libraries Group, National Library of Medicine, and University Microfilms); (5) A Review of Several Possible Solutions (negotiated agreements with publishers, reliance on Fair Use, amendment of the Copyright Act, collective licensing, internal royalty payment fund, creation of quasi-governmental corporation); and (6) Legislative or Other Follow-Up Action (decisions to be made, discussion and agreements among library groups, discussion with publishing community, and discussion with congressional staff and the Copyright Office. A list of the publishing organizations participating in the Copyright Clearance Center's Annual Authorizations Service as of January 1990 is appended. (214 footnotes) (MAB)

Girard, J. E.
STARR (Student Tutoring, Tournament, Attendance Monitoring, Relaxation Training, Retention Goals): A Student Oriented Curriculum Designed with Retention in Mind.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Attendance; *Classroom Techniques; Community Colleges; Comparative Analysis; *Cooperative Learning; Feedback; Peer Relationship; *Relaxation Training; School Holding Power; *Student Participation; Test Anxiety; Two Year Colleges
IDENTIFIERS- *Edison Community College FL

A student-oriented curriculum approach was developed at Edison Community College to encourage retention and sustain students' interest in classes. The five elements of the program are student tutoring, a tournament, attendance monitoring, relaxation training, and retention goals (STARR). The tutorial component involves study teams of four or five students who utilize a "think-tank" approach to in-class and out-of-class problem solving, and student pairs of "study buddies." The teams and study buddies ensure that students have a strong support network, receive immediate feedback, and get to know each other. The attendance component of STARR involves the use of incentives for perfect attendance, such as giving students who do not miss any classes before a test five extra points on that one test. Students are permitted to make up an absence by attending a lecture on the same material that they missed, and many attend optional lectures for extra help. The relaxation training component was developed to reduce students' anxiety about course work and especially about tests. Special anxiety reduction seminars were prepared to train students in progressive muscle relaxation, proper breathing techniques, and test-taking and study techniques. The final component of STARR is a tournament approach to preparing students for the final examination. Using a college bowl format, teams compete for extra credit points by answering true-false and multiple-choice questions, and applied problems. Studies have demonstrated the effectiveness of the various components of STARR. (GFW)

Holt, Marianne; Lucas, John A.
Follow-Up Study of 1989 Dental Hygiene Graduates. Volume XIX, No. 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 28 Sep 90
NOTE- 22p.; For the 1988 follow-up of dental hygiene graduates, see ED 309 811.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Allied Health Occupations Education; *College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In a continuing effort to measure the quality of their Dental Hygiene program, explore the need for changes, and substantiate the program's goals for accreditation standards, a follow-up study was conducted of the 1989 Dental Hygiene program graduates from William Rainey Harper College (WRHC). A survey was mailed to all 29 associate degree graduates, requesting information on their current employment and/or enrollment in school, employment search experience, salary/benefits, job satisfaction, job tasks, the quality of their WRHC preparation for those tasks, and suggestions for improving the WRHC program. Study findings, based on an 86% response rate, included the following: (1) all of the 25 respondents were employed in the dental hygiene field, with 16 working full time; (2) 46% of the respondents were working in a job setting with only one practitioner, while 54% worked with more than one practitioner; (3) respondents' search for employment typically involved 2.5 interviews, with 32% using the local newspaper and 68% using a personal contact; (4) 80% of the graduates were paid on an hourly basis, with a median wage of $16.75 per hour, or approximately $34,000 per year, up 10% from 1988 graduates; (5) 72% of the respondents were very satisfied with their chosen profession; (6) respondents reported being underprepared to perform 5 of the 34 skills for which they were trained, but in all cases the skill was seldom performed; and (7) while only three graduates were currently working toward an advanced degree, 50% declared intentions to do so. Detailed data tables and the survey instrument are included. (GFW)

ED 328 333 JC 910 144

Einspruch, Eric
High School Preparation as Viewed by Students in Miami-Dade Community College English Classes.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jun 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; College Bound Students; College English; *College Preparation; Community Colleges; *Educationally Disadvantaged; High Schools; Participant Satisfaction; Questionnaires; *Self Evaluation (Individuals); *Student Attitudes; Student Characteristics; Student Educational Objectives; Tables (Data); Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

In 1990, a survey was conducted of students at Miami-Dade Community College (M-DCC) to determine their perceptions of their high school preparation for college. The survey was distributed to a 5% random sample of English classes. Surveys were returned from 502 students in 26 of the 31 sampled classes for a response rate of 84%. A comparison with findings from a similar study conducted in 1982 revealed no significant differences in student perceptions of their high school preparation. Major findings of the study were as follows: (1) on questions designed to assess students' level of commitment to educational goals, 43.6% of the respondents indicated that they had not studied a great deal in high school; over 70% said they usually studied for tests, handed in reports/papers on time, and did their homework; slightly more than one-third said they had a special time and place to do their homework; 54% participated in extracurricular activities; 25.1% indicated that they picked easy courses in high school; and 84.9% planned to attend M-DCC for at least 2 years; (2) on questions focusing on students' perceptions of their high school performance, 54% said their courses were easy for them, 54.6% said they received mostly A's and B's in high school, 39.4% reported receiving mostly C's and D's, and 55% felt ready for college when they graduated from high school; (3) in terms of the academic demands made by their high school, 30.9% said they rarely had to do their homework at home, 69.3% indicated that they had not read 50 pages per week, only 22.7% indicated that they used the library more than 10 times to obtain information, 10.8% indicated that they had no essay exams in high school, 44.6% felt they had not learned to study in high school; (4) less than one fourth of the respondents indicated that they would do everything in the same way if they could do their high school years over; and (5) only 39% agreed that their high school courses prepared them for a job, just over one-half felt high school prepared them for college, and less than one-half agreed that high school prepared them to be an adult. Responses of remedial students are compared with those of students in college-level courses. The survey instrument and student comments are included. (JMC)

ED 328 396 RC 017 995

Milstein, Mike; And Others

Preparing Educational Leaders for Rural School Districts: New Mexico's State-Wide Collaborative Approach.

PUB DATE- Oct 90
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 1990). Type on several pages darkened by toner.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Consortia; *Educational Administration; Educational Planning; Elementary Secondary Education; Graduate Study; Higher Education; *Intercollegiate Cooperation; *Leadership; Masters Programs; *Rural Schools; School Districts
IDENTIFIERS- *Educational Leadership; *New Mexico

Educational administration faculty from five public higher education institutions in New Mexico formed a consortium to address the need for effective educational leaders in rural school districts. Members established the New Mexico Partners for Educational Leadership (PEL), composed of faculty from the five universities, leading educational administrators from New Mexico's rural school districts, selected school board members, and high-ranking officials from the State Department of Education. They developed the following strategies: (1) establishment of regional "pools" of rural school districts to facilitate the identification of potential leaders and provide supervision and subsequent placement; (2) development of a state-wide assessment center for selecting candidates of the preparation program; (3) professional development for preparation program faculty members; and (4) establishment of common standards for admissions and programmatic expectations across the five universities' preparation programs. During the next phase (1991-1992), faculty will deliver programs for candidates and establish cooperative arrangements for site supervision and placement in administrative positions. Concerns for the future are the cohesiveness of PEL, funding sources, availability of candidates, cooperation among university faculty, and support of school districts. (KS)

ED 328 412 SE 051 887

Westcott, Dale; And Others
Energy and Safety: Science Activities for Elementary Students, Level III (Grades (5-6).
New York State Education Dept., Albany.; State Univ. of New York, Albany. Atmospheric Science Research Center.
PUB DATE- 84
NOTE- 113p.; A product of the Energy Education Project. For related documents, see SE 051 885-886.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alternative Energy Sources; Chemistry; Electrical Appliances; Electric Batteries; *Electricity; Elementary Education; *Elementary School Science; *Energy; *Energy Conservation; Energy Education; Experiential Learning; Intermediate Grades; Laboratory Procedures; Physics; Power Technology; Recycling; Safety; *Science Activities; Science Education; Solar Energy; Wind Energy

Thirteen activities are presented that focus on a common phenomenon of a child's world: energy. These activities relate energy, how it occurs, how it is used, and how to use it safely. Each activity includes the purpose, introduction, background, procedure, materials, estimated time for the activity, typical results, safety notes, and more ideas. Student worksheets are provided for some steps in the procedure. Activities follow questions such as: How can flowing water run a machine?; How can we make work easier?; How is a battery made?; and Can recycling paper save energy? Safety is emphasized on many of these worksheets. Take-home letters are also provided so that parents can help children to develop safe energy habits. Included are a glossary, resource section, and a matrix where activities are cross referenced with the understandings, skills, and attitudes listed in the New York State elementary science syllabus. (KR)

ED 328 463 SE 051 948

Livingstone, Jan D.; And Others
The Computer as a Diagnostic Tool in Mathematics. Final Report--November 1988. Evaluation of Exploratory Studies in Educational Computing Study 13.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 90p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arithmetic; *Computer Assisted Instruction; Computer Uses in Education; *Diagnostic Tests; Elementary Education; *Elementary School Mathematics; *Foreign Countries; *Mathematics Achievement; Mathematics Education; Problem Solving
IDENTIFIERS- *New Zealand

The aim of this study was to investigate and validate the use of a computerized testing program for the diagnosis of arithmetic difficulties experienced by primary school children. The basic research question was whether a microcomputer could be used to diagnose difficulties in addition, subtraction and multiplication as well as a paper-and-pencil test can. Variables considered were convenience and ease of use, time taken, the accuracy of the diagnosis in comparison with that of an experienced remedial teacher and of a regular classroom teacher, and the usability of the information provided. An introduction, aim of evaluation, general procedure, analysis of results, formative assessment, and conclusions are provided. A trial version and revised version of the Seville Diagnostic Arithmetic Test, error scatterplots by tester, and error comparisons by levels are appended. (KR)

ED 328 481 SO 021 065

Laurillard, Diana

The Different Forms of Learning in Psychology and Education. CITE Report No. 24.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Oct 87

NOTE- 23p.; Paper presented at the Conference of the Society for Research into Higher Education/British Pschological Society (Lancaster, England, 1985). In: Richardson, Eysenck, and Piper, Eds., "Student Learning in Research in Education and Cognitive Psychology." SRHE & Open University Press, 1987. For related documents, see SO 021 064-067.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Psychology; *Educational Environment; Educational Philosophy; Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; Learning Processes; *Learning Theories; Thinking Skills

There are fundamental differences in the forms of learning addressed by cognitive psychologists and educationalists. The phenomena explained by a psychological theory of learning are the successes of human cognition. The mechanisms posited are designed to account for how learning takes place, where the content of the learning is the physical and social world around us. Educational theories of learning usually concern students' failure to learn. The content of the learning that is supposed to take place is a different kind of world: the world of other people's ideas. Psychological theories of why people fail to learn an idea do not provide adequate explanation because of a key difference: the content in this case is not the "natural" environment of the real world to which the learner has immediate access but the world of academic ideas, an "unnatural" environment. The same cognitive capacities that work well in the natural environment do not in the unnatural environment. In education, students fail to learn at least partly because the environment does not afford learning. Instead of providing study skill courses, educators need to enrich students' means of access to the unnatural world of academic ideas. An 18-item reference list is included. (DB)

ED 328 155 HE 024 208

Student Aid Success Stories: Celebrating 25 Years of the Higher Education Act.

National Association of Student Financial Aid Administrators, Washington, D.C.

SPONS. AGENCY- Norwest Student Loan Center, Sioux Falls, SD.

PUB DATE- Jul 90

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Career Development; *Educational Benefits; *Educational Legislation; Federal Aid; Federal Legislation; *Federal Programs; Higher Education; Individual Development; Outcomes of Education; *Personal Narratives; Program Effectiveness; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Higher Education Act 1965

This pamphlet profiles almost 50 successful individuals who credit some of their career success to the financial aid made available by the Higher Education Act of 1965. The success stories are arranged in chronological order by year of college attendance, from 1965-66 to 1989-90. The profiles describe the individuals' educational background, career development, family life, and financial situation before receiving financial aid. Emphasis is on financial aid recipients who are members of minority groups. (JDD)

ED 328 278 IR 053 438

Neff, Evaline B.
Library Programs. Library Programs for the Handicapped. Fiscal Year 1987.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Blindness; Braille; *Disabilities; Federal Programs; *Library Services; Mental Retardation; *Public Libraries; Talking Books; Visual Impairments
IDENTIFIERS- *Library Services and Construction Act

One in a series of published reports on selected Library Services and Construction Act (LSCA) program areas, this report presents the record of accomplishments in library services to the disabled during fiscal year 1987 nationwide, including programs in Guam, the Virgin Islands, and Puerto Rico. The typical services reported include the recordings of books and magazines on disk, cassette, and magnetic tape; the printing of books in braille and large-print; and outreach activities aimed at the handicapped. An examination of library services for the handicapped in FY 1987 revealed the following trends: (1) the use of volunteers to record printed media and repair playback equipment; (2) library automation to improve the management of regional libraries; (3) the installation of Telecommunications Devices for the Deaf (TDD), which provide closed captioning on videotapes and television programs; (4) a growth in the number and diversity of radio reading programs; and (5) the establishment of toys for disabled children programs. Over 90% of the report consists of syntheses of the reported activities by state and subgrantee. A table defines the total expenditures and number of persons served through the LSCA by federal, state, and local sources for each state. (MAB)

ED 328 078 FL 019 047

Hocking, Cliff

Challenges for the "Nineties" in Adult Language Learning in Great Britain.

PUB DATE- Oct 90

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Change Strategies; *Distance Education; *Educational Change; *Educational Needs; Foreign Countries; Open Universities; Postsecondary Education; Program Descriptions; Second Language Instruction; Second Language Learning

IDENTIFIERS- *Great Britain; *Open University (Great Britain)

A discussion of the future of adult second language learning in Great Britain begins with an overview of the field's current state. It is argued that the large number of adults pursuing foreign language learning in a variety of institutions is not matched by quality of offerings, and attrition is high. A national testing program was developed in foreign languages for special purposes, but its use has not risen substantially in 20 years and more testing is done in English as a Second Language than in other second languages, despite impending formation of the European Community. The Open University has recently decided to begin second language instruction, contrary to previous policy. Research indicates a high level of interest among undergraduates, adult students, and business school students. The Open University's experience with distance education suggests the potential for success in this field. However, certain challenges are apparent: the limitations of independent learning within the university's diverse audience and the university's limitation in its ability to individualize distance language instruction. The institution must create its courses and materials to provide as many learning options as possible. It must also develop equivalencies for language credits to use in a national system of vocational qualifications. (MSE)

ED 328 094 FL 019 064

Fradd, Sandra H.
Transdisciplinary Teaming. Module 5. Bilingual/ESOL Special Education Collaboration and Reform Project.
Florida Univ., Gainesville. Dept. of Special Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 210p.; For modules 1-4, see FL 019 060-063.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Consultants; Elementary Secondary Education; English (Second Language); Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; *Interpreters; Limited English Speaking; On the Job Training; *Organizational Climate; Second Language Instruction; *Special Education; *Teamwork; Translation

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the last in a series of five, aims to develop the collaborative abilities of transdisciplinary teams. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of team members; and using interpreters and translators. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

ED 328 125 HE 024 170

Sternad, Jeanne; And Others
The Greater Cleveland Educational Development Center, College of Education, Cleveland State University.
Cleveland State Univ., Ohio. Coll. of Education.
PUB DATE- 90
NOTE- 27p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Consortia; *Consultation Programs; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Education; Inservice Teacher Education; Management Development; Program Descriptions; Program Development; School Districts; *Shared Resources and Services; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Cleveland State University OH; Greater Cleveland Educational Develop Center OH; Ohio (Northeast)

The Greater Cleveland Educational Development Center is a consortium comprising the College of Education at Cleveland State University, Ohio, and 35 local school districts and educational agencies in northeastern Ohio. The principal mission of the Center is to provide quality staff development programs to teachers and administrators from its member districts as well as to College of Education faculty members and students. Other activities include service to school districts such as research, surveys, program evaluation, and consultation. The collaborative effort has been found to be a successful approach to broadening interaction among personnel in all realms of education and among educational leaders and trainers, while solving many of the inservice and research-related concerns within member districts. This program description document offers a rationale for the development of the Center, goals, program scope, target population, staffing requirements, funding information, program evaluation, and recommendations for replication. An appendix contains a budget, data from a program evaluation survey, and workshop attendance reports. (JDD)

ED 328 187 HE 024 242

Texas Nursing Crisis: The Higher Education Response. A Report from the Nursing Committee.
Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jul 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; College Faculty; Demand Occupations; Enrollment; Higher Education; *Labor Needs; *Labor Supply; *Nurses; Nursing; *Nursing Education; *State Programs; Student Characteristics; *Supply and Demand
IDENTIFIERS- *Texas

This report was prepared in response to a mandate by the Texas legislature to study issues relating to the nursing shortage in Texas, career mobility among the various nursing programs, and collaboration among schools in geographic proximity. The data from the study were drawn from five public hearings, a survey of 60 nursing program directors, and discussions of the Nursing Study Committee. The study examines nursing education and licensing in Texas, including licensed vocational nurses, registered nurses, and advanced nursing degrees. The report analyzes the nursing shortage in Texas, Texas nursing programs' efforts to meet that shortage, the nursing faculty shortage, the impact of educational mobility on the shortage, and the changing population of nursing students. The Committee makes recommendations to the Texas Legislature, the Texas Higher Education Coordinating Board, the Board of Nurse Examiners and the Board of Vocational Nurse Examiners, and colleges and universities. Appendices contain the authorizing legislation for the study, minimum faculty qualifications for nursing programs, and statistical data on number of advanced degrees conferred in nursing, registered nurses employed in nursing by highest degree, and staff vacancy rates. (21 references) (JDD)

ED 328 233 IR 014 832

Feinstein, Benjamin, Ed.; Kurshan, Barbara, Ed.
Telecommunications in Education: Learners and the Global Village. Proceedings of the International Symposium on Telecommunications in Education (Jerusalem, Israel, August 21-24, 1989).
International Society for Technology in Education, Eugene, OR.
PUB DATE- Aug 89
NOTE- 453p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Distance Education; Educational Strategies; Elementary Secondary Education; Evaluation Methods; *Global Approach; *Information Technology; *Program Implementation; *Telecommunications

This conference focused on national and international networks that currently exist, the use of telecommunications to facilitate projects, distance education, and teacher communication, and current and future trends of communications technology applications in education. The papers are divided into three sections: (1) Telecommunications Projects, including Apple's A.G.E. Project, International Business Machines' (IBM) Pluto and Deadalus Projects, and Tandy's WorldLink, as well as many innovative projects in rural areas, small school districts, and developing countries (36 papers); (2) Implementation and Instructional Strategies, including papers describing project development and delivery in Canada, Israel, Denmark, Australia, the United States, and other countries (22 papers); and (3) Evaluation of Telecommunications Projects, including a look at the AT&T Long Distance Learning Project, and a procedure for evaluating local area networks in Sweden (5 papers). Some papers include their own bibliographies. A List of Contributors and an Author Index conclude the document. (DB)

ED 328 431 SE 051 906

Biology Textbooks 1990: The New Generation.

National Center for Science Education, Inc., Syosset, NY.; People
for the American Way, Washington, DC.
PUB DATE- Jul 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Biology; *Evolution; Science Education; Scientific Methodology; Secondary Education; *Secondary School Science; Textbook Bias; *Textbook Content; *Textbook Evaluation; *Textbook Selection; Textbook Standards

In 1985, People for the American Way released its first review of biology textbooks that was inspired by the ongoing controversy over whether or not (and how) evolution should be taught in public school classrooms. The purpose of this review is to gauge how successful the response of educators and scientists have been at convincing publishers that teachers, parents, and state education leaders want biology textbooks that do not compromise science for sectarian ideology or confuse scientific process with religious conviction. In addition, this review is designed to assist textbook selection committees as they choose the next generation of biology texts for their schools. This publication contains the following: (1) findings from this review; (2) selection criteria concerning the treatment of evolution; (3) selection criteria concerning the treatment of the nature of science; and (4) individual reviews of nine biology textbooks published from 1987 to 1991 for use in secondary school classrooms. (CW)

ED 328 448 SE 051 928

Junior Science and Humanities Symposium Program, Management Guide SY91-92.

Dependents Schools (DOD), Washington, DC. Pacific Region.

PUB DATE- 90

NOTE- 88p.; Frequent light and broken type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Junior High Schools; *Middle Schools; Program Descriptions; Research Projects; Science Education; *Science Experiments; *Science Fairs; *Science Projects; Secondary Education; *Secondary School Science; Student Projects

This information booklet contains the information necessary to administer the annual Department of Defense Dependent Schools Pacific Region Junior Science and Humanities Symposium (JSHS) at the school level. It is intended to be used by teachers and administrators as they manage the JSHS program within their schools and by students as they conduct their research, write about their research projects, and track the various deadlines which must be met as part of the program. A symposium overview, program description, program objectives, themes, awards, eligibility, fees, project guidelines, abstracts, computer use, judging guidelines, oral presentations, poster sessions, and travel are discussed. The appendices contain project writing guidelines, program application forms, abstract forms, and examples of abstracts of research conducted by other Pacific Region JSHS students. (KR)

ED 328 110 HE 024 128

Kimball, Roger

Tenured Radicals: How Politics Has Corrupted Our Higher Education.

PUB DATE- 90

NOTE- 204p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Faculty; Curriculum; Curriculum Development; *Educational Trends; Feminism; *Higher Education; *Humanities Instruction; Ideology; *Liberal Arts; Marxism; Moral Values; North American Culture; *Political Influences; Political Issues; *Politics of Education; Role of Education; Technical Writing; Trend Analysis; Western Civilization

IDENTIFIERS- *Radicalism

This book chronicles progress in the destruction of the values, methods, and goals of traditional humanistic study. It describes recent developments in the academic study of humanities as ideologically motivated assaults on the intellectual and moral substance of Western culture. It argues that various academic interest groups have worked to overturn the curriculum, undermine the traditional intellectual and moral goals of a liberal arts education, and transform scholarly language into obscure argot unintelligible to students and the educated public. The book shows how the spirit of 1960s radicalism has installed itself at the center of American colleges and universities through the efforts of feminists, neo-Marxists, practitioners of deconstruction, and other politically motivated groups. Chapter titles include: "The Assault on the Canon," "Speaking against the Humanities," "The October Syndrome," "The Case of Paul de Man," "Deconstruction Comes to Architecture," "The New Sophistry," and "The Real Crisis in the Humanities." (Approximately 100 references) (JDD)

ED 328 156 HE 024 209

Bailey, Wilford S.; Littleton, Taylor D.
Athletics and Academe: An Anatomy of Abuses and a Prescription for Reform.
American Council on Education, Washington, D.C.
PUB DATE- 91
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *College Athletics; College Role; Cultural Influences; Discipline; Educational Change; Ethics; Higher Education; *Intercollegiate Cooperation; Moral Values; Program Administration; Sanctions; School Policy; *School Responsibility
IDENTIFIERS- National Collegiate Athletic Association

This book discusses the abdication of college/university responsibility for the welfare of student-athletes, the failure of colleges to exercise appropriate controls in the administration of athletic programs, and the intentional violation of institutional policies or regulations governing the conduct of intercollegiate athletics. The first section, "Case History," shows how the forces of American culture have contributed to the development of the existing identity of intercollegiate athletics. The second section, titled "Diagnosis: The Pathology of Infractions," offers a discussion of penalties imposed by the National Collegiate Athletic Association since 1952 and the fundamental and contributing causes of abuses in college sports. The third section, "Prescription for Reform: The Essential Ingredients," presents alternative strategies for achieving and maintaining a relationship between athletics and education that is mutually supportive. The fourth section, "Prescription Refinement: Improving the Prognosis," makes the point that in order to achieve a meaningful reform of college sports, major changes must be made in national governing legislation to span the fissure that exists between athletics and education. The fifth section, "In the Waiting Room: The Prospect for Wholeness," emphasizes the uncertainty of whether meaningful reform will be achieved, and the social and psychological consequences attendant on failure. (JDD)

ED 328 249 IR 053 406

Conway, Paul, Comp.

Administration of Preservation Programs in Archives. A Selective Bibliography. ALIC Bibliography 1990-4.

National Archives and Records Service (GSA), Washington, DC. Archives Library Information Center.
PUB DATE- Jul 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; Information Storage; Library Administration; Library Guides; Library Materials; *Preservation; Reference Materials; Resource Materials
IDENTIFIERS- Book Preservation

In the past decade, the amount and variety of information on developing and managing comprehensive preservation programs has grown tremendously. This highly selective list of books, reports, journal and newsletter articles, and other sources is intended primarily as an introduction to the increasingly rich literature for archivists, special collections librarians, curators, and history professionals. Most of the items have been published since 1985, although a number of "classic" sources are included to illustrate how thinking on appropriate preservation action has evolved over the past 50 years. The list was compiled as part of the Society of American Archivists' 2-year long evaluation of its Basic Archival Conservation Program and should not be considered comprehensive. Each document is listed alphabetically by author and provides the title, publication and archival source, date, and number of pages. A total of 148 items are listed. (MAB)

ED 328 367 PS 019 480

Kunesh, Linda

Early Childhood Education for At-Risk Children: A National
  Perspective.

North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *At Risk Persons; *Early Intervention; Educational
  Needs; Educational Policy; Educational Resources; *Federal
  Programs; *Preschool Education; State of the Art Reviews; *State
  Programs; *Young Children
IDENTIFIERS- Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio;
  Wisconsin

In this policy brief, an introductory review of early childhood education from a national perspective is followed by brief sketches of the north-central region's action and agendas. The states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin are covered. Concluding commentary identifies three program areas that should be better addressed: provision of developmentally appropriate environments, certification of teachers with regard to standards for early childhood education, and development of parent involvement. References, resources, and state contact persons are listed. (RH)

ED 328 382 RC 017 974

Revitalizing the Rural South. Extension's Role in Enhancing the Quality of Life. Proceedings of a Regional Conference (Birmingham, Alabama, January 16-18, 1990).
Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Jun 90
NOTE- 171p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Development; *Economic Development; Elementary Secondary Education; Extension Education; *Human Capital; Labor Force Development; Postsecondary Education; *Role of Education; Rural Areas; *Rural Development; *Rural Extension
IDENTIFIERS- Cooperative Extension Service; *Infrastructure; Regional History; *United States (South)

Cooperative Extension Service personnel from 13 Southern states attended a conference on rural revitalization, focusing on Extension's role in (1) economic development, (2) human capital, and (3) infrastructure; 17 of the 22 papers presented are divided among those categories. Three of the remaining papers provide respectively, an overview of the South's political and economic history, educational history and trends, and need for new leadership; suggestions for needed changes in the structure and role of the Cooperative Extension System; and an outline of public policy perspectives on rural revitalization). Two other papers briefly discuss Extension's role in enhancing the quality of life and the foundations and challenges of rural America. Presentations in the economic development section discuss Extension education's role in rural economic development and entrepreneurship, major trends shaping the business environment in the 1990s, recent federal legislation related to rural development, paradigms for building community leadership programs, value-added activities, three case studies of rural industrial development, and three case studies of home-based or small business development. Papers in the human capital section discuss education as empowerment; job and labor force trends in the 1990s; a resource development approach to community health issues; a community program to develop decision-making skills in adolescents; and combatting the problems of adult illiteracy and high school dropouts through a partnership of family, school, and community. Papers in the infrastructure section discuss the relationship between infrastructure and economic development, the need for strategic capital improvement planning, local infrastructure needs in the rural South, strategies for improving housing at the community level, wastewater management, and Extension's role in strengthening Georgia's community health infrastructure. (SV)

ED 328 464 SO 020 706

Szabo, Mate

Political Education in Hungary.

PUB DATE- 89
NOTE- 20p.; Paper presented at the World Congress of the International Political Science Association (Washington, DC, August 28-September 1, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Political Influences; Political Science; Political Socialization; Socialism; *Social Studies
IDENTIFIERS- *Hungary

The contradictions of political education in East European socialist countries based on the Hungarian experience are explored in this paper. Divided into three parts, the first part gives a brief sketch of institutionalized political education, while the second concerns the crisis of Hungary's political education emerging in the 1980s. In the third part, the alternatives to official political education are examined including subcultures, social movements and other types of informal groups. A supplement is included that briefly mentions changes in Hungary that occurred between 1988 and 1989. (DB)

ED 328 500 SO 030 354

International Symposium on Disarmament Education: A Report. Proceedings from a World Confederation of Organizations of the Teaching Profession and Japan Teachers Union Symposium (Hiroshima, Japan, October 25-29, 1982).

Japan Teachers Union, Tokyo.; World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

PUB DATE- Oct 82
NOTE- 98p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disarmament; Foreign Countries; Higher Education; *International Education; International Organizations; *International Programs; International Relations; *Nuclear Warfare; *Peace; Secondary Education; Teacher Associations; *Teacher Responsibility; Teacher Role; War; World History; World Problems
IDENTIFIERS- *Japan (Hiroshima)

Proceedings from an international symposium devoted to the cause of disarmament education are presented. Representatives from international and national teacher organizations together with scholars and researchers from 35 countries and all continents attended. The symposium focused on the idea that teachers have a special responsibility to work for peace and disarmament, teach about peace and disarmament, and build a world based on peace and justice. The following speeches were made at the opening ceremony of the symposium: "Never Again Send Our Children to the Battlefield," (Motofumi Makieda); "How Can Teachers Remain Silent?" (James Killeen); "The Value beyond Measure of Peace" (Toranosuke Takeshita); ""For We Shall Not Repeat the Evil"" (Takeshi Araki); "Messages from Hiroshima to Teachers All Over the World" (Akira Ishida); and "Hiroshima, Symbol of Nuclear Cataclysm" (Message from Unesco). The keynote addresses included: "Education and Disarmament Activism--The Most Formidable Challenge of Our Time" (Victor Hsu); "Ideas Which Form a Basis for Disarmament Education" (Mikhail Kabatchenko); and "The United Nations and Disarmament Education after the Second Special Session" (Jan Martenson). Black and white photographs appear in the document and a list of symposium participants is appended. (DB)

ED 328 141 HE 024 186

Gibney, Marian
The Collection, Analysis and Presentation of Enrollment and Service Area Data To Support the Strategic Planning Process at Phoenix College. Emergence of Higher Education in America.
PUB DATE- Sep 90
NOTE- 34p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Attendance; College Bound Students; College Planning; *Enrollment Trends; Higher Education; Institutional Research; Practicum Papers; Research Methodology; School Statistics
IDENTIFIERS- *Phoenix College AZ; Strategic Planning; Zip Codes

The study described in this report was designed to determine student enrollment trends and the service area of Arizona's Phoenix College (PC). Headcount and full-time student equivalent (FTSE) data were collected for fall semesters from 1985 through 1989. The average yearly change in enrollments was calculated and presented in table and graph formats. To determine the PC service area, enrollment totals by zip code were collected for fall 1989 from which a map of the service area was drawn. It was revealed that PC day headcount increased an average of 4.04% per year, and day FTSE increased on the average of 1.92% per year. Evening headcount declined an average of 1.38% per year, and evening FTSE declined an average of 1.76% per year. Zip code analysis showed that approximately 70% of the students at PC lived within an area less than six miles in radius, and enrollment from zip codes that include major thoroughfares extended beyond the six-mile radius. It was concluded that the overall average enrollment trend over the past 4 years at PC has been stable; average growth was approximately 1% per year. Additional enrollment trend studies are recommended, including an examination of trends within demographic subdivisions such as age, gender, and ethnic identity. Contains 14 references. (GLR)

ED 328 172 HE 024 226

Crawford, A. E., II

Opinions Expressed by Students at the University of Nebraska at Omaha. 1989 Survey Results.

Nebraska Univ., Omaha. Educational and Student Services.
PUB DATE- Oct 89
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- •College Environment; •College Programs; College Students; Higher Education; Participant Satisfaction; State Universities; •Student Attitudes; Student Characteristics; •Student Personnel Services
IDENTIFIERS- •University of Nebraska Omaha

Opinions of 681 University of Nebraska at Omaha students concerning college services and the college environment were surveyed, and results compared with four previous surveys. The survey utilized the standardized instrument developed by the American College Testing Corporation along with a series of local information questions. The survey's four sections included: background information (sex, age, ethnic group, and class standing); satisfaction with college services; college environment (academic, admissions, rules and regulations, facilities, registration, and general); and local information (attitudes towards the college and the major department, and opinions concerning the educational experience). Results showed that from 1986 to 1989 there was a general decline in satisfaction ratings on specific aspects, though students' overall view of the institution remained positive. Areas demonstrating the largest increases in satisfaction were day care, credit by examination, and college mass transit, while areas demonstrating the largest decreases in satisfaction were personal counseling services, career planning services, and parking facilities and services. (Five references) (JDD)

ED 328 204 HE 024 268

Hustoles, Thomas P., Ed.; Connolly, Walter B., Jr., Ed.
Regulating Racial Harassment on Campus: A Legal Compendium.
National Association of Coll. and Univ. Attorneys, Washington, D.C.
PUB DATE- 90
NOTE- 314p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Freedom; Compliance (Legal); *Constitutional Law; Court Litigation; Discipline Policy; *Freedom of Speech; Higher Education; Intellectual Freedom; *Legal Responsibility; *Policy Formation; *Racial Bias; Racial Relations; *School Policy

The purpose of this compendium is to provide tools for college and university counsel and administrators to consider their institution's approach concerning the balance of First Amendment values with the harm caused by racial harassment. Section I examines the development of the University of Michigan's initial policy broadly regulating harassment, offering background to the university's experience, the judge's decision, and the revised policy adopted in response to the court decision. Section II consists of sample policies adopted or proposed by colleges and universities, including Stanford University, University of Texas, University of California, University of Wisconsin, University of North Carolina at Charlotte, and Emory University. This section also includes the New York University School of Law's procedures for student discipline, including a broad definition of discipline for "bias," and the Harvard Law School Guidelines for student-sponsored speakers, which include a statement of principle on the "right to dissent" and some examples suggesting the limits of "acceptable dissent." Section III includes selected articles, commentary, and outlines, including, among others: "Public Response to Racist Speech: Considering the Victim's Story" (Mari J. Matsuda); "Looking Ahead to the 1990's: Constitutional Law and American Colleges and Universities" (Martha Minow); "Freedom of Expression under the First Amendment and Racial Harassment on Campus" (Jane Brandt Bulbin); "Racial Harassment at Universities: Legal Issues To Consider when Developing and Implementing a Racial Harassment Policy" (Walter B. Connolly, Jr., and Alison B. Marshall); "The Constitutional Status of Expressive Conduct after the Flag-Burning Decision" (Lawrence White); and "Bibliography: The First Amendment and Racial Harassment on Campus" (Jane Brandt Bulbin and others.) (JDD)

ED 328 219 IR 014 815

Thorpe, Mary
The Tutor Perspective on Computer Mediated Communication in DT200: Introduction to Information Technology. Home Computing Evaluation Project.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 89
NOTE- 30p.; Occasional faint type. For a related paper, see IR 014 817.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
*DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Electronic Mail; Higher Education; Instructional Innovation; Interviews; Microcomputers; Questionnaires; Surveys; *Teacher Attitudes; *Teleconferencing; *Use Studies*
*IDENTIFIERS- *Computer Mediated Communication; *Open University (Great Britain)*

A study of teachers in the United Kingdom's Open University who used a computer mediated communications system called Cosy in 1988 was conducted to document their experiences with and attitudes toward the system. The results of interviews and analysis of log sheets revealed that: (1) the sample of teachers (n=10) showed a range in usage of the Cosy system from low to high, consistent with the expected range of use in the population as a whole; (2) all but 30% of the teachers reached the expected 20 hours a week online use; (3) teacher usage of the system decreased during the first year as extensive browsing gave way to developing more efficient ways for using the system; (4) the system was used for electronic mail, teleconferencing, and general conversation purposes; (5) factors affecting student usage included cost, workload, difficulties using the software, and disappointment with the conference results; (6) electronic mail and telephone usage were more popular than conferencing, but none of the three was as popular as the more traditional face to face exchange; and (7) typical of most innovations, those who had difficulty with the system used it less and were less enthusiastic about its continuation than those who found it easy to use. It was concluded that future use of the system would contain a less ambitious range of conferences, and that teachers would be better trained to use the system and to help their students use it. A discussion of home computing and its implications for distance education is included, as well as a copy of the interview schedule. A list of 76 studies from the Centre for Information Technology in Education completes the report. (DB)

ED 328 264 IR 053 422

The Commission on Preservation and Access. Annual Report, July 1, 1989-June 30, 1990.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 90
NOTE- 54p.; For the 1988-1989 Annual Report, see ED 314 082.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Archives; Financial Support; Foreign Countries; *Information Networks; *Information Technology; International Cooperation; Microreproduction; Optical Disks; *Preservation; Records Management; Telecommunications
IDENTIFIERS- National Endowment for the Humanities

This annual report describes the activities of the Commission on Preservation and Access, a private, nonprofit organization that works through existing institutions and groups to foster, develop, and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary record in all formats, and to provide enhanced access to these records. The first of 12 sections, the introduction to this report highlights a multifaceted initiative undertaken by the preservation community under the leadership of the National Endowment for the Humanities' (NEH) Office of Preservation to preserve over three million brittle documents over a 20-year period. In the second section, a special report by the Technology Assessment Advisory Committee (TAAC) outlines the preparation of a series of analytic and conceptual papers that will explore options for reformatting preservation copy and the rapidly developing telecommunications technologies. The remaining sections focus on: (1) the organization, support, and 1989-90 initiatives of the Commission; (2) archival preservation; (3) preservation research; (4) librarian and archivist education; (5) the Brittle Books Program; (6) the selection-for-preservation process; (7) the International Project; (8) institutional programs; (9) the collaboration of the Commission with other preservation-related programs; and (10) the dissemination of information by the Commission to preservation audiences. Appended materials include a list of the Commission's reports and publications for the fiscal year; lists of the members of Commission committees, task forces, and the Board of Directors and staff; and the Commission's audited financial statements. (MAB)

ED 328 279 IR 053 439

Moy, Patricia J.

Library Media Center Design Considerations for Physically Disabled Students.

PUB DATE- 90
NOTE- 28p.; Paper submitted in partial fulfillment of the requirements for the M.L.S. degree, State University of New York at Albany.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Accessibility (for Disabled); Check Lists; *Design Requirements; Educational Environment; *Educational Facilities Planning; Elementary School Students; Elementary Secondary Education; *Learning Resources Centers; *Library Facilities; Media Specialists; *Physical Disabilities; School Libraries; Secondary School Students

Federal legislation ensures that children with physical disabilities should not be denied access to the school library. These children have the same information needs as their peers, and they want equal access to information in the school library media center. To create an accessible and functional school library, many requirements and considerations must be incorporated into this facility's early design phases. This paper establishes a checklist of considerations for library media center design for physically disabled young people by searching and analyzing research literature of the mid-1970s to the present. The checklist presents the following essential points: establishing a design planning committee, being knowledgeable about the school philosophy and building standards, developing a timetable for discussion and development of design specifications, examination of blue prints for specifications integration, and continued communication between the architect and planning committee from the first planning meeting to completion of the library media center building project. (14 references) (Author/MAB)

ED 328 294 JC 910 078

Fryer, Thomas W., Jr.; Lovas, John C.
Leadership in Governance: Creating Conditions for Successful Decision Making in the Community College. First Edition.
PUB DATE- 90
NOTE- 214p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Administration; College Planning; *Community Colleges; *Decision Making; Governance; Group Dynamics; Institutional Mission; *Leadership; Leadership Qualities; Leadership Styles; Morale; *Organizational Climate; *Organizational Communication; Organizational Development; Organizational Effectiveness; Power Structure; Two Year Colleges; Work Environment

Designed to help community college leaders direct the power of decision making and communication to fulfill the institution's mission, this book draws from on-site interviews and a survey of hundreds of community college leaders to identify and describe models of effective governance. "Leadership in governance" is defined as the creation of conditions, through decision making and communication, which commit organizational participants to the service of institutional purposes, acting beyond mere compliance with the mandates of their job. Chapters 1 and 2 focus on the nature and function of leadership in governance, describing how leadership and governing structures shape decision-making climates and the context for decision making in community colleges. Chapter 3 argues that a well-understood planning process is critical to sound internal decision making. Chapter 4 elaborates upon four aspects of decision making: context, preparation, structure and content, and participation. Chapter 5 discusses how and when various decisions are implemented and what systems or methods are used to monitor their implementation. Chapter 6 discusses situations in which the impetus for decision making comes from outside of the institution. Chapter 7 addresses the key elements of successful communication, i.e., redundancy, multiple channels, clarity, and credibility. Finally, chapter 8 offers a summary of the book's conceptual themes and provides a list of the qualities that characterize successful decision making. Profiles of seven colleges and districts, and the survey instruments are appended. (JMC)

ED 328 320 JC 910 111

Morris, Cathy; Patterson, Carol
Analysis of Enrollment Growth, 1985 to 1989.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jun 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Black Students; *College Freshmen; Community Colleges; Educational Change; *Enrollment Trends; Hispanic Americans; Immigrants; *Minority Groups; Multicampus Districts; Racial Composition; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Miami Dade Community College FL

Fall 1985 and fall 1989 enrollments at Miami-Dade Community College (M-DCC) are compared in this report, highlighting changes in ethnic composition, native language, degree declarations, credits earned, age, credit load, immigration status for the student body as a whole, and for new students. Highlighted findings include the following: (1) between fall 1985 and fall 1989, credit enrollments increased by 19.1%, from 41,269 to 49,145 students; (2) Black enrollments showed the largest percentage growth, 28.2% (N=1,787) during this period, while Hispanic enrollments showed the largest student growth, an increase of 25.7% (N=5,520), and White enrollments increased by 3.1% (N=389); (3) in spite of the large increase in Hispanic enrollments, the number of students claiming English as their native language increased by 25.5%, while native Spanish speakers increased by only 17.3%; (4) there were disproportionately large increases in numbers of continuing students (+21.7%), students with more than 60 earned credits (+37.0%), and students declaring an associate in arts degree major (+28.6%); (5) in both overall enrollments and among new students, there has been a larger increase in full-time students than part-timers; (6) a 22.4% increase in 21- to 30-year olds, a 30.3% increase in 31- to 50-year olds, and a decrease of 11.7% in the "over 50" age group left the average student age constant at 25.7 years old; and (13) examination of Immigration status revealed that most of the growth came from U.S. Citizens or Resident Aliens. Data tables and bar graphs are included. (GFW)

ED 328 397 RC 017 996

Poppish, Susan; And Others
Assessing Student Attitudes toward Heterogeneous Grouping: A Pilot Study.
PUB DATE- 16 Nov 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Ability Grouping; Classroom Techniques; English; *Heterogeneous Grouping; High Schools; Rural Schools; Small Schools; Social Studies; *Student Attitudes; Student Evaluation of Teacher Performance; Student Motivation; *Track System (Education)
IDENTIFIERS- Maine

Evidence suggests that tracking of students on the secondary level may not only be discriminatory, but also counterproductive to the personal, educational, and economic potential of all students. The English and Social Studies department of Oak Hill High School, in Wales, Maine, developed an intervention program concerning heterogeneous grouping for the 9th and 10th grades. The school is small, with 400-450 students, and is considered rural or suburban. During the 1988-89 and 1989-90 academic years, the program integrated the mid and upper tracks of students for English and Social Studies classes. Evaluations based on student surveys and faculty observations concluded: (1) students experienced a high degree of self-esteem; (2) teachers perceived that the self-esteem of the mid-level student was elevated; (3) students had a positive perception of the learning environment; (4) staff ability to manipulate the learning environment increased; (5) teachers preferred heterogeneous groups; (6) student level of motivation increased; (7) students took responsibility for their learning; (8) students participated in class activities with a positive perception; (9) teachers diversified and improved teaching strategies; (10) classes became more student-centered, participatory, and interactive; and (11) teachers observed a decrease in the gap between the performance and stigmatized roles of the mid and upper level student. This document contains numerous data tables and a bibliography. (ALL)

ED 328 413 SE 051 888

Sharma, Mahesh C., Ed.
NCTM Student Math Notes, January-December, 1990.
Center for Teaching/Learning of Mathematics, Framingham, MA.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- •Content Area Writing; •Educational Improvement; •Elementary School Mathematics; Elementary Secondary Education; Learning Problems; Mathematics Curriculum; Mathematics Education; •Mathematics Skills; •Number Concepts; Position Papers; •Secondary School Mathematics; Writing Skills

"NCTM Student Math Notes" is published five times a year as a supplement to the "NCTM News Bulletin." This document consists of the five issues published during 1990. Each issue is devoted to a single math topic. The five topics represented here are: (1) "Concept of Number"; (2) "Basic Skills: Development of Number Concepts" (a continuation of "Concept of Number"); (3) "Mathematics and Writing: Showing All Work--Writing in the Mathematics Curriculum: An Introduction;" (4) "Math Self-Help Video Program" including student work sheets; and (5) "Dyslexia, Dyscalculia, and Some Remedial Perspectives for Mathematics Learning Problems." (CW)

Rodriguez-Maimon, Maria Jose; Inchaurralde, Carlos
Levels of Interaction Teacher-Learner in Different Models of L2 Learning: Possibilities and Implications.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Comparative Analysis; Discourse Analysis; *Models; *Second Language Learning; *Teacher Student Relationship

Second language curricula vary in their relative emphases on process and product and on the control exerted by the teacher and learner. Discourse analysis can be used to gain insight into classroom interaction. One model for this kind of analysis classifies utterances according to the structural predictions created by the preceding utterance, giving four minimal interaction units: initiation (I), response (R), response/initiation (R/I), and feedback (F). The typical classroom interaction takes the form I, R, F. Illocutionary acts (acts through which something is done when being uttered, e.g., "I promise") make up an illocutionary structure here as in other forms of discourse. Discourse may be seen as a goal or as a means in the classroom; the ideal is to achieve both functions. In product-based curricula, the teacher controls discourse, which is then necessarily limited. In process-based curricula, the responsibility of learning is given to the students, who have more illocutionary freedom and whose discourse better approaches the language outside the classroom. (MSE)

ED 328 126 HE 024 171

Stone, Deborah
Strive Toward Excellence Program.
Akron Univ., Ohio.
SPONS. AGENCY- Bridgestone/Firestone Trust Fund.
PUB DATE- 90
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College Preparation; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; *Educationally Disadvantaged; Higher Education; High Risk Students; Intermediate Grades; *Minority Groups; Program Descriptions; Secondary Education; Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Strive Toward Excellence Program; University of Akron OH

The Strive Toward Excellence Program (STEP) of the University of Akron (Ohio) is a pre-college preparatory program designed to encourage, motivate, and prepare minority and economically disadvantaged students to acquire a strong secondary education and to attend and successfully complete college. Students are selected while enrolled in the sixth grade and remain in the program throughout high school. During the summer, the students receive instruction in various academic and cultural enrichment/awareness classes at the University of Akron, and take a field trip. During the academic year, workshops are conducted for students and parents, home and school visits are conducted, and therapy and educational groups are available. This paper describes the program, its staffing requirements, operational costs, and interim findings concerning program effectiveness. (JDD)

ED 328 188 HE 024 243

Schmidtlein, Frank A.

Planning for Quality: Perils and Possibilities.

PUB DATE- Sep 90

NOTE- 20p.; Paper presented at the Annual Forum of the European Association for Institutional Research (12th, Lyon, France, September 9-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Decision Making; *Educational Planning; Higher Education; *Influences; *Institutional Administration; Institutional Environment; Institutional Mission; Institutional Role; Organizational Objectives

This paper reports selected findings from a study of formal, institution-wide planning in the United States undertaken by the National Center for Postsecondary Governance and Finance, located at the University of Maryland. The study included a review of higher education planning literature, a survey of administrators at 256 institutions, and intensive interviewing at 16 of those institutions. The study found that the following factors, among others, limit successful formal institution-wide planning: lack of trust and fundamental disagreements over the character of an institution; ideological conflicts over planning concepts; expectations that planning will eliminate decision-making politics; inconsistencies between planning structures and regular institutional decision-making structures and processes; incorrect assumptions about sources of initiatives for change; lack of advocates for specific changes; incorrect assumptions about types of information needed to plan; failure to find a planning process that effectively balances requirements for flexibility with those for control; pressures to address immediate concerns; costs of comprehensive planning processes; and failure to view planning as learning. Characteristics and approaches common to institutions that were successfully determining their directions, despite these many impediments, are outlined. (Six references.) (JDD)

ED 328 234 IR 014 833

Hawkridge, David
Who Needs Computers in Schools, and Why? CITE Report No. 73.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 89
NOTE- 13p.; Prepared by the Centre for Information Technology in Education.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; Developing Nations; Educational Change; *Educational Strategies; Elementary Secondary Education; Foreign Countries

This paper outlines and discusses four rationales for using computers in schools: (1) the social rationale, which states that it is necessary for children to become aware and unafraid of computers in order to prepare for life and work in an industrial society; (2) the vocational rationale, which states that children should learn computer programming and become generally computer literate; (3) the pedagogic rationale, which states that computer assisted instruction offers advantages over other teaching methods in subjects such as physics and art (among many others); and (4) the catalytic rationale, which states that computers help children become less dependent on the teacher as expert and will enable change in education to occur. Three additional rationales are also noted and discussed: the information technology industry rationale, the cost-effectiveness rationale, and the special needs rationale. It is concluded that priorities for using computers in schools are changing rapidly and should be further examined. (5 references) (DB)

ED 328 307 JC 910 096

Lucas, John A.; Meltesen, Cal

Six-Year Follow-Up Study of 1981-1983 Transfer Alumni, Career Alumni and Stopouts. Volume XIX, No. 3.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 24 Oct 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; College Graduates; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Comparative Analysis; *Dropouts; Educational Attainment; Education Work Relationship; Employment Patterns; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Stopouts; Two Year Colleges; Vocational Education; Vocational Followup

In 1989, a follow-up study was conducted at William Rainey Harper College (WRHC) of alumni and dropouts 6 to 7 years after they had left WRHC. The study sought to provide a general assessment of the long-term impact of WRHC on its students. The target population was composed of all 1981 and 1983 transfer alumni, all 1982 career alumni, and a sample of dropouts from the 1981 school year. Alumni were defined as students who had accumulated 48 or more hours before leaving WRHC, while dropouts were defined as those who left WRHC before accumulating 48 hours. From the target population of 2,645 students, 746 responses were obtained for a 28% response rate. Study findings included the following: (1) 31% of the 1982 career alumni were employed in medical fields, a 10.5% increase over the 1977-78 cohort studied previously; (2) unemployment was very low for all groups, averaging 1.2% or lower; (3) 77% of the transfer alumni, 73% of the career alumni, and 15% of the dropouts eventually attained an associate degree at Harper; (4) stopouts maintained high-level jobs and earned an average annual salary of $32,300; (5) since leaving WRHC, 80% of the transfer alumni, 50% of the career alumni, and 10% of the dropouts had attended another college; (6) transfer alumni were successful in transferring 91% of their courses to four-year institutions; and (7) in ratings of help received at WRHC, managerial skills received the lowest ratings, while increased self-confidence was rated highest by all groups. Data tables, sample narrative responses, and the survey instrument and cover letter are included. (JMC)

ED 328 334 JC 910 145

Einspruch, Eric

CLAST Pass Rates after One Year for Fall Term 1989 First-Time Examinees at Miami-Dade Community College. Research Report No. 90-22R.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Oct 90

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Tests; Basic Skills; Community Colleges; Comparative Analysis; Evaluation Criteria; *Performance Factors; Predictive Validity; Standardized Tests; *Testing Problems; *Test Results; Test Score Decline; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Miami Dade Community College FL

Determining the overall pass rates on the College-Level Academic Skills Test (CLAST) for a given cohort of students involves an analysis of both the first-time examinee performance and subsequent pass rates of students who failed the test and retook it at a later date. Two increases in the scores required to pass the CLAST in 1986 and 1989 have complicated the process of determining the actual pass rates for any given cohort of students and of predicting future pass rates. A study was conducted at Miami-Dade Community College (M-DCC) to examine the impact of increased cut-off scores on eventual pass rates, analyze the percentage of students failing any of the CLAST subtests following the 1989 raise in pass scores, determine the effectiveness of the models used to predict pass rates after the cut-off scores had been raised, and predict what the pass rates will be a year after the third raise in cut-off scores goes into effect in fall 1991. Study findings included the following: (1) 41.3% of the 2,713 first-time examinees in 1989 passed all four subtests on their first attempt, and another 15.3% passed when they retook the CLAST on one of the following two administrations, bringing the total pass rate for the cohort to 56.6%; (2) 49.3% of the examinees who initially failed one subtest passed all four subtests within the next two test administrations, as compared to only 19.6% of those who initially failed two subtests; (3) higher passing scores have led to an increase in the proportion of examinees initially failing multiple subtests; and (4) pass rates for the fall 1989 examinees very closely approximated the predictions previously made. (GFW)

Dateldecker, Cheryl Temple

Achieving Student Mastery Learning of Fifth Grade Minimal Standards for Computer Literacy through the Development and Use of a Computer Literacy Program.

PUB DATE- Jun 87
NOTE- 36p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Literacy; *Curriculum Development; *Elementary School Students; *Elementary School Teachers; Grade 4; Grade 5; *Inservice Teacher Education; Intermediate Grades; Learning Activities; Mastery Learning; Teaching Guides; Workbooks

A teacher in gifted education implemented and evaluated a 9-week practicum intervention designed to: (1) produce computer literacy materials that would enable fourth and fifth graders to meet minimal standards for computer literacy in Florida; and (2) produce corresponding in-service materials for teachers. A teacher's manual was developed from county materials and other public domain materials on computer instruction. The manual correlated materials and activities to minimal standards, and organized them in a logical, teachable progression. A student's booklet was compiled from the activities and materials in the teacher's manual. Included were activity sheets; cut-and-paste pages; and informative pages on terms, procedures, and facts. Two 45-minute in-service sessions were conducted with participating teachers. After teachers had mastered the minimal standards, the program was implemented in classrooms. Target teachers were asked to teach the computer literacy program at least twice a week for 30 minutes per lesson. Evaluation data revealed that 55 of 181 target students achieved a posttest score of 80 percent or better. Teachers improved significantly in knowledge of computers. Measures and instruments are appended. (RH)

ED 328 368 PS 019 481

Pough, Carmen; Evans, Hattie
South Carolina Guide for Child Development.
South Carolina State Dept. of Education, Columbia. Office of
Vocational Education.
PUB DATE- 90
NOTE- 356p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Careers; *Child Rearing; Cognitive Development;
Computer Software; Definitions; Early Childhood Education;
Educational Resources; Emotional Development; Employment
Opportunities; *Exceptional Persons; *Individual Development;
Infants; Problem Solving; Psychomotor Skills; State Curriculum
Guides; Young Children
IDENTIFIERS- Fetal Development; Infant Care; *South Carolina

South Carolina's Guide to Child Development addresses three domains of learning: psychomotor, cognitive, and affective. The first unit of the guide, Child Development I, concerns the processes of understanding prenatal development, caring for an infant, providing care for children between 1 and 6 years of age, and delivering care for the exceptional child. Units of Child Development II focus on additional aspects of providing care for children, and on the processes of identifying situations that are problematic for children and recognizing career opportunities in the field of child care. Units are further organized in terms of competencies, performance objectives, performance guides, learning experiences, and instructional resources. Appendices provide definitions of terms; 53 items of supplementary material; numerous designs for transparencies; a bibliography of 64 citations; sources of printed educational media; a list of films, filmstrips, videos, and audiotapes and the institutions from which they are available; and a short list of computer software, kits, models, puzzles, transparencies, and slides, and the sources from which they may be obtained. (RH)

ED 328 432 SE 051 907

Downey-Franchuk, Andrea J.

Hazardous Waste Environmental Education Resource Kit for Manitoba Teachers: Suggested Activities K-12.

Manitoba Hazardous Waste Management Corp., Winnipeg.
PUB DATE- May 89
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Hazardous Materials; *Recycling; *Science Activities; Science Education; Secondary School Science; Teaching Guides; *Wastes
IDENTIFIERS- *Manitoba

Society has become increasingly aware of the harmful effects that the disposal of chemical waste products have on the environment and human health. Public information is central to the development of a responsible waste management plan. The activities contained in this guide are organized in sequence from kindergarten to grade 12, and provide teachers with a selection of activities to help increase their students' awareness of the problems associated with hazardous wastes. Topics range from acquainting students with waste management issues such as trash, litter and recycling principles, to examining waste disposal technologies and exploring complex, interdisciplinary social issues. Each of the 27 activities includes the purpose of the activity, references, a list of materials, procedures, and the source of the activity. (CW)

ED 328 449   SE 051 929

Russell, Susan Jo; Corwin, Rebecca B.
Sorting: Groups and Graphs. Used Numbers. Grades 2-3.
Lesley Coll., Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 193p.; For related documents, see SE 051 930-931. In cooperation with the Technical Education Research Centers (TERC) and the Consortium for Mathematics and Its Applications (COMAP).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; *Classification; Computer Assisted Instruction; Cooperative Learning; *Data Analysis; Decision Making; Elementary School Mathematics; *Graphs; Interdisciplinary Approach; *Learning Activities; *Mathematics Education; *Primary Education; Problem Solving; Statistics; Student Projects; Teaching Guides; Teaching Methods

A unit of study that introduces sorting and classification as a way of organizing data is presented. Suitable for students in grades 2 and 3, it provides a foundation for further work in statistics and data analysis. The investigations may extend from one to five class sessions and are grouped into three parts: "Introduction to Sorting"; "Sorting and Classifying Data"; and "Projects in Data Analysis." An overview of the investigation, session activities, dialogue boxes, and teacher notes are included in each investigation. The major goals developed in each part of this guide are: (1) examining differences and similarities of objects or data; (2) decision making; (3) using negative information to clarify the definition of a category; (4) making sketches of data; (5) thinking flexibly about the characteristics of data; (6) articulating logical reasoning; (7) constructing categories to describe data; (8) inventing representations of data; (9) building theories about data; (10) collecting and recording survey data; (11) comparing two data sets; and (12) experiencing the phases of a data analysis investigation. Appended are reproducible student materials, including two sets of cards for developing sorting skills. (KR)

ED 328 482 SO 021 066

Hawkridge, David

Rationales and Futures for Computers in African Schools and Universities. CITE Report No. 100.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jan 90
NOTE- 28p.; Paper presented at the Workshop on Computers in Education (Kwaluseni, Swaziland, December 10-14, 1989). For related documents, see SO 021 064-067.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Studies; *Computer Uses in Education; Developed Nations; *Developing Nations; Economic Development; *Educational Development; Educational Policy; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Science and Society
IDENTIFIERS- *Africa

Organized in three parts, this paper examines rationales for introducing computers into schools and universities in African countries and compares these rationales with those being advanced in industrial countries. Part 1 asks whether developing countries in Africa need computers and why, and supplies some answers. Part 2 looks critically and in detail at the main rationales for putting computers in schools. Lastly, part 3 looks at the experiences of four African countries: Botswana, Kenya, Lesotho, and Zimbabwe. This review leads to two questions: what should happen next regarding computers in African schools and universities and what is going to happen next? A 50-item reference list is included. (Author/DB)

ED 328 095 FL 019 065

Bissonette, Ronald, Ed.; And Others
Les Actes des Journees de Linguistique (Proceedings of the Linguistics Days). 4th, Quebec, Canada, 1990.
International Center for Research on Language Planning, Quebec (Quebec).
PUB DATE- 90
NOTE- 122p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Collected Works - Proceedings (021)
DESCRIPTORS- Bibliographic Databases; *English (Second Language); Foreign Countries; *French; Language Research; Language Role; *Linguistic Theory; Phonetics; *Pronunciation Instruction; Second Language Instruction; Spanish; Structural Analysis (Linguistics); Student Research; Translation; *Vocabulary
IDENTIFIERS- Dominican Republic; Nigeria

The following are English translations of the titles of papers presented at the International Center for Research on Language Planning's fourth annual conference on student linguistic research: "Semantic Study of Piscatorial Vocabulary in the Dominican Republic"; "Some Aspects of Economic Translation"; "Bibli: Software for Searching and Manipulating Bibliographic Databases"; "Pronunciation Difficulties Encountered by Learners of English as a Second Language and the Effect of Certain Corrective Techniques"; "France in French Textbooks in Nigeria"; "Comparative Study of the Acquisition of Case in French, English, and Basque as Second Languages, by Spanish Speakers"; "Poetry and Translation"; "The Suffix-/'os/- in Modern Spanish: Semantic and Formal Characteristics"; "S, A, SA: What's That?"; "Phonetic Conditioning: New Techniques To Improve Pronunciation in French as a Second Language"; "Three Little Turns and Then They Go Away or What Is Turn Taking?"; "Phonetics and Orthodontics"; "Does a Specialized Language Exist? Practical and Theoretical Points of View"; "Psychomechanical Analysis of the Determiner 'Any': A Critical Review"; and "Draft of a Research Project on the Vocabulary of Holography." (MSE)

ED 328 111 HE 024 132

Charner, Ivan
Demographic and Economic Changes and Postsecondary Education.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; One of a series of papers written as part of the Postsecondary Education for a Changing Economy: Resource Agents for Policies and Practices Project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Economic Factors; *Educational Trends; Higher Education; Individual Characteristics; *Population Trends; *Postsecondary Education; Trend Analysis

The interaction of demographic and economic shifts has led to, and will continue to effect, changes in the postsecondary education system and institutions. Demographic shifts include aging of the population, more women in the paid labor force, and increased numbers of minorities. Economic shifts include the growth of the information sector, service sector growth, industrial sector shrinkage, a boom in self-employment, and technological advancement. Ways in which projects supported by the Fund for the Improvement of Postsecondary Education have responded to these demographic and economic factors are described. (JDD)

ED 328 414 SE 051 889

Biermann, Carol A.; Sarinsky, Gary B.

The Effects of Hands-On versus Remediation-Based Biology Preparatory Course Curricula on Performance in Follow-up Biology Courses at the Community College Level.

PUB DATE- 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; *Biology; *College Science; Community Colleges; *Experiential Learning; Inquiry; Laboratories; *Remedial Instruction; Remedial Programs; Science Curriculum; Science Education; *Science Instruction; Teaching Methods; Thinking Skills; Two Year Colleges; Two Year College Students

The purpose of this investigation was to compare two different methodological techniques of a biology preparatory course in order to determine which curriculum's methodologies were most effective in preparing biology students for follow-up biology courses as measured by course grades. One was based upon laboratory hands-on experiences and the other upon mathematics and reading remediation. The results show that the hands-on course grades were significantly better than that of the control and the remediation-based groups. The document includes the abstract, introduction, background, student characteristics, a comparison of the two biology curricula, purpose of the study, hypotheses procedures and experimental design, data collection and analysis results, conclusions, discussion and significance, and a list of 13 references, 3 figures, and 7 tables. (KR)

Coonrod, Debbie

Systems Planning Literature Response: An Appropriate Strategy for Teaching Geography and Social Studies in the Elementary School.

PUB DATE- Feb 89
NOTE- 12p.; Paper presented at the Annual Conference of the Association of Supervision and Curriculum Development (Orlando, FL, March 12, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Curriculum Development; Early Childhood Education; Educational Research; *Geography; Geography Instruction; Kindergarten; *Learning Theories; *Social Studies; *Systems Approach; Teaching Experience; *Teaching Methods; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- *Blooms Taxonomy

An approach to teaching geography and social studies in elementary schools that is based on integrating theories of learning into the classroom experience is presented. Specifically, the approach described utilizes essential thinking skills and Bloom's Taxonomy of Cognition in a question-asking framework to be used with literary selections. Cognitive, physical, and creative domains are exercised through activities planned to simulate, reinforce or extend life experiences exemplified in the literary work. A number of explanatory figures appear in the document. (DB)

ED 328 501 SO 030 360

Wagner, MaryJo
Women in the Farmers' Alliance.
PUB DATE- 90
NOTE- 13p.; Presented at the Annual Meeting of the Organization of American Historians (Washington, DC, March 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Agriculture; Citizen Participation; Females; Higher Education; Political Parties; *United States History; *Womens Studies
IDENTIFIERS- *National Farmers Alliance and Industrial Union; *Populist Party

The involvement of women in U.S. politics of the 1890s, specifically in the Populist Party and the National Farmers' Alliance, is discussed in this paper. Women comprised a large percentage of membership in many of the sub-alliances of the National Farmers' Alliance and a number were national leaders, including Mary Elizabeth Lease, Annie LePorte Diggs, Sarah Emery, Marion Todd, and Eva McDonald Valesh. Women played an integral part of the success of the populist movement during the 1890s. The lives of some of the more prominent women activists are highlighted, and a collective biography is constructed from organizational records. (DB)

ED 328 250 IR 053 407

Churchville, Lida Holland, Comp.

ALIC Acquisitions List Covering the Period October 1, 1989 to March 31, 1990. Volume 1990(1), Issue 9.

National Archives and Records Service (GSA), Washington, DC. Archives Library Information Center.

PUB DATE- May 90

NOTE- 60p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Archives; Information Storage; Library Automation; Library Collections; Library Guides; Preservation; Reference Materials; Resource Materials

The Archives Library Information Center (ALIC) acquisition list provides sources of information on a wide range of topics, including military, black history, and government archives, collection development policy, classification of nonprint media, archival preservation and access, electronic records management, and other facets of information preservation. Each entry is listed by ALIC accession number and provides the document's author, publication and archival source, publication date, and the number of pages. A total of 324 items are listed. Both an author-sponsor and a subject index are included. (MAB)

ED 328 142 HE 024 191

Smoot, Joseph G.
Development Achievements for Fiscal 1990.
Pittsburg State Univ., Kans.

PUB DATE- 1 Oct 91
NOTE- 194p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Planning; Comparative Analysis;
  Corporate Support; Donors; *Educational Finance; Endowment Funds;
  *Financial Support; Higher Education; Institutional Research;
  School Holding Power; *School Support; Student Recruitment
IDENTIFIERS- *Pittsburg State University KS

This document presents the Fiscal Year (FY) 1990 report of Kansas' Pittsburg State University's (PSU) development program. The report addresses the annual fund, the campaign for distinction, the PSU foundation, and development plans for FY 1991. It includes an overview of FY 1990 activities and an executive summary. Among the findings presented are: (1) total private support for FY 1990 was $3,138,308 compared to $2,495,876 in FY 1989; (2) there were 3,410 alumni donors; (3) Foundation support amounted to $49,000 for FY 1990; (4) bequests accounted for $1,663,645 and business support came to $338,736; (5) the annual fund increased to $671,049 compared to $622,461 in FY 1989; (6) the PSU Foundation investment funds totalled $10,508,821 at the end of FY 1990, which included $1,500,000 in real estate holdings. PSU's development program ranked in the top 21% of peer institutions reporting to the Council For Aid to Education in FY 1989, and in the top 8% of those ranked by dollars raised per student. Appendices include annual development calendars, comparative Council For Aid To Education tables, Office of Research proposals and grants, bequests to the University, phonathon report, athletics capital campaign report, PSU Foundation by-laws and trustees, PSU endowment as a part of the FY 1989 study of the National Association of College and University Business Officers, and volunteers on University boards and advisory councils. There is also a report of the Student Recruitment and Retention plan for Pittsburg State University in Appendix 12. (Author/GLR)

ED 328 157 HE 024 210

Gibney, Marian
A Description of the Study Skills of Students Enrolled in Introduction to Psychology at Phoenix College: Societal Factors Affecting Education.
PUB DATE- Jan 91
NOTE- 57p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Age Differences; *Cultural Differences; *Ethnic Groups; Higher Education; Introductory Courses; *Norm Referenced Tests; Psychology; *Sex Differences; Standardized Tests; *Study Skills; Test Norms; Undergraduate Students
IDENTIFIERS- Phoenix College AZ

This study compared the scores of 60 students enrolled in Introduction to Psychology at Phoenix College (Arizona) to national norms on the Study Skills Inventory. The study also analyzed gender differences and compared ethnic groups and age groups. Results indicated that the Phoenix College sample closely reflected the national norm. No clear pattern of differences in study skill scores emerged for gender or ethnicity, while older students scored higher than younger students as well as higher than the national norm. It was concluded that the national norm could be used as a standard against which scores of Phoenix College students could be compared. (20 references) (JDD)

ED 328 173 HE 024 227

Hunnicutt, David; Davis, Joe

Behaviors, Attitudes and Knowledge of UNO Students Regarding Drugs, Alcohol and Tobacco: 1989.

Nebraska Univ., Omaha. Educational and Student Services.
PUB DATE- Aug 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; College Students; *Drinking; Driving While Intoxicated; Drug Abuse; *Drug Use; Higher Education; Knowledge Level; Smoking; State Universities; *Student Attitudes; *Student Behavior; Substance Abuse; *Tobacco
IDENTIFIERS- *University of Nebraska Omaha

This report describes alcohol, tobacco, and other drug use among 715 University of Nebraska at Omaha (UNO) students. The report focuses on drug use at the higher frequency levels, rather than reporting proportions who have ever used various drugs. The separate classes of drugs distinguished are alcohol, tobacco, cocaine, marijuana, and non-prescription "stay-awake" pills. The study investigated such issues as drinking to get drunk; driving after using drugs or alcohol; riding with a driver who has used drugs or alcohol; and drug/alcohol possession, consumption, and intoxication on campus. In addition to analyzing use, the report addresses negative consequences of drinking, perceptions of close friends concerning alcohol and drug use, perceived risk of becoming an alcoholic, and personal knowledge of alcohol and drugs. It is concluded that, although UNO students are well below the national average in terms of drug use, the problem of alcohol abuse is of disturbing proportions, with heavy alcohol use accepted as normal consumption. (Seven references.) (JDD)

ED 328 321 JC 910 112

Einspruch, Eric; Downing, Sherry
Entry-Level Testing Results for All Credit Students Enrolled at Miami-Dade Community College during Fall Term 1989.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jun 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Ability; *Academic Aptitude; *Basic Skills; *College Entrance Examinations; Community Colleges; English (Second Language); Language Proficiency; Mathematics Tests; Minority Groups; Multicampus Districts; Reading Tests; Scores; *Standardized Tests; Testing Programs; Two Year Colleges; *Two Year College Students; Writing Tests
IDENTIFIERS- Miami Dade Community College FL

A study was conducted of the entry-level basic skills performance of all credit students enrolled at Miami-Dade Community College (M-DCC) in fall 1989. The study examined demographic data and scores on the Comparative Guidance and Placement (CGP) Program Test, American College Testing (ACT) program exam, Scholastic Aptitude Test (SAT), Florida Multiple Assessment Programs and Services Test (FL-MAPS), and English Placement Test (EPT). Findings included the following: (1) of the 49,145 students enrolled in fall 1989, 42,970 (87%) had written at least one subtest of the SAT, ACT, FL-MAPS, or CGP; (2) of the 35,673 students who had written all three subtests of one these tests, 60% did not pass at least one subtest; (3) 5,892 (96%) of the 6,124 students who wrote the EPT failed it and were required to begin English-as-a-Second-Language courses; (4) 65% (N=27,156) of the entire cohort were required to enroll in courses below the college level; (5) of students who had written either the CGP, ACT, SAT, or FL-MAPS, 68% passed the reading subtest, 70% passed the writing subtest, and 59% passed the mathematics subtest; (6) on the reading and writing subtests, White non-Hispanics had the highest pass rates, followed by Hispanics and then Black non-Hispanics, while on the mathematics subtest, White non-Hispanics and Hispanics both had 60% pass rates and Blacks a 51% pass rate; and (7) the majority of students taking the EPT exam were Hispanic. (GFW)

ED 328 383 RC 017 976

Stone, Deanne
Recruiting and Retaining Teachers in Rural Schools. Far West Laboratory Knowledge Brief. Number Four.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; Faculty Recruitment; Rural Education; *Rural Schools; Small Schools; *Teacher Employment; *Teacher Recruitment; Teachers; Teacher Selection; Teacher Shortage; *Teacher Supply and Demand

Rural schools are having difficulty recruiting and retaining teachers. The national teacher turnover rate is 6% annually, but in rural areas reaches 30% to 50%. Rural teachers often leave due to social, cultural, geographic, and professional isolation. They are often unprepared for rural realities that demand knowledge in multiple subjects and know-how, in conducting a range of school activities. Few universities offer preservice programs that prepare teachers for rural jobs. Recruiting teachers for rural settings requires effective recruitment strategies targeting persons with a rural background. Realistic marketing is the key in this effort, and it would stress the real benefit in teaching in rural schools, such as few discipline problems, less red tape, more personal contact, and greater chance for leadership. Retaining rural teachers requires the coordinated effort of the school and the community. The community can recognize the new teachers' accomplishments and invite them to participate in various activities. The school can ease the new teachers' transition by: (1) assigning a mentor; (2) streamlining paperwork; (3) providing a well-planned inservice program; and (4) arranging released time for visiting other teachers' classrooms. Universities need to prepare teachers for service in rural areas and need to develop cost-effective distance learning courses to keep rural teachers current and up to date. This paper includes 18 references. (ALL)

ED 328 398 RC 017 997

Rosborough, E. Marie

What Do Superintendents Say Are the Most Critical Problems Facing the 100% Rural School Districts of S.C.?

PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Problems; Administrator Attitudes; *Capital Outlay (for Fixed Assets); Elementary Secondary Education; Mail Surveys; *Rural Education; *Rural Schools; School Districts; State Aid; *Superintendents
IDENTIFIERS- *South Carolina

This paper reports on a 1989 survey administered to superintendents of the 24 South Carolina school districts considered to be 100% rural. The purpose of the survey was to identify the most critical problems or concerns facing rural school districts in the 1990s. The superintendents were asked to rate 28 different items as being a critical problem or concern, somewhat of a problem or concern, or not a problem or concern. The survey was completed by 19, or 79 percent, of the administrators. Most superintendents rated most items either somewhat of a problem or critical problem or concern. The most critical problems or concerns were: (1) low funding for capital improvements; (2) increasing costs of fringe benefits; (3) increasing demands of federal and state programs; (4) funding; and (5) high costs of maintenance of facilities; and (6) recruitment of minority teachers. When asked if the problems could be solved, 68 percent of the superintendents answered in the affirmative. The survey indicated that most superintendents agreed that increased state-level funding and support for education has to be part of the solution if significant improvements are going to be realized by South Carolina's 100% rural school districts. (ALL)

ED 328 080   FL 019 049

Ishiwata, Makoto
Toru Matsumoto's "Think in English" Approach.
PUB DATE- 18 Dec 90
NOTE- 70p.; Master's Research Paper, Georgetown University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Authors; *Cognitive Processes; Comparative Analysis; Educational Strategies; *English (Second Language); Foreign Countries; *Language Processing; Second Language Instruction; *Teaching Methods
IDENTIFIERS- Japan; *Thinking in English (Matsumoto)

A discussion of the English language teaching method of Toru Matsumoto, author of "Thinking in English," reconstructs the instructional principle and presents it for further development. First, the history of English language teaching in Japan is reviewed and Matsumoto's biography is sketched. The salient features of the principle are summarized, and each is evaluated and compared with other approaches and methods. Practical suggestions for improvement of second language instruction based on the principle are offered. The approach emphasizes the use of language as a means of thinking and of interpersonal communication. The approach argues that each word should be attached to personal feelings in order to attain meaning, and that intellectual understanding can only be achieved through emotional understanding. Translation is discouraged, and the native language is separated entirely from the target language. It is concluded that while the approach was intended for Japanese learners of English, it can be applied to any second language instruction. Suggestions for classroom practice include daily focus on internal use of the target language, encouragement of linguistic flexibility to develop complex ideas, instruction from macro- and micro-perspectives, and extensive and rapid reading. A 28-item bibliography is included. (MSE)

ED 328 127 HE 024 172

Schabel, H. G.
International Resource Management.
Wisconsin Univ., Stevens Point. Coll. of Natural Resources.
PUB DATE- 90
NOTE- 7p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Conservation Education; Depleted Resources; *Environmental Education; *Global Approach; Higher Education; *Intellectual Disciplines; *Natural Resources; Program Descriptions; Program Development; Specialization; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; International Resource Management Program

The International Resource Management program enables undergraduate students of the University of Wisconsin, Stevens Point, College of Natural Resources to complete an academic minor in International Resource Management. The program attempts to alert students and faculty to global environmental issues and their interconnectedness with a variety of human enterprises. The program covers the history, causes, and nature and extent of resource depletion; traditional and innovative mechanisms to correct present trends; and organizational aspects of international development. Students are exposed to a combination of educational experiences such as foreign language training, work or study abroad, and a set of technical and general subjects to prepare them for possible volunteer and work assignments abroad. It is felt that the program meets a growing need for individuals with concern for global environmental issues and skills to deal intellectually and practically with environmental problems. Through cooperation with Partners of the Americas, an effort is being made to connect these educational efforts with actual development activities in Wisconsin's partner state, Nicaragua. (JDD)

ED 328 189 HE 024 244

Schmidtlein, Frank A.; Milton, Toby H.
A Review of Literature on Higher Education Institutional Planning.
National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Decision Making; *Educational Planning; Higher Education; *Influences; *Institutional Administration; Institutional Environment; Institutional Mission; Organizational Objectives; Theory Practice Relationship

This literature review seeks to provide an assessment of the current status of formal, institution-wide planning in higher education. It offers an overview of the roots and assumptions underlying the conduct of planning; summarizes higher education's experience with formal planning; and offers insights into factors that may limit its effectiveness, including the nature of the organizational contexts within which planning takes place and the problems involved in predicting critical events affecting institutional well-being. The review examines basic world views that affect perceptions of the feasibility of planning and describes implications that various theories of organizational behavior hold for planning. It traces the development of formal planning concepts, and examines literature regarding the feasibility of planning from both theoretical and practical perspectives. A series of conclusions and implications are presented, which answer such questions as "can planning help reconcile the need for collective action with the values of professional autonomy?" and "should planning approaches vary according to institutional circumstances?" Approximately 120 references are appended. (JDD)

Linder, Frederic; And Others

The Relationship of Cognitive Style to Academic Performance among Dental Students.

PUB DATE- Feb 91
NOTE- 12p.; Paper Presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *Cognitive Style; Dental Schools; *Dental Students; *Field Dependence Independence; Higher Education; *Psychomotor Skills; Student Experience
IDENTIFIERS- *Group Embedded Figures Test; *Virginia Commonwealth University

Studies have suggested that field independent (FI) dental dents perform better in pre-clinical laboratory courses than field dependent (FD) students. A study was conducted to determine the relationship of cognitive learning style to academic performance with 66 second year dental students at Virginia Commonwealth University (Richmond). A brief demographic questionnaire and the Group Embedded Figures Test (GEFT) were administered to the students who had completed three pre-clinical courses containing laboratory components which required demonstration of psychomotor skills. Pre-clincial grades based on laboratory projects requiring pscychomotor skills were also gathered. Results indicated that: (1) students as a whole were field independent; and (2) there were no statistically significant gender, race, or ethnic differences concerning cognitive style. However, a statistically significant relationship existed between the Group Embedded Figures Test scores and preclinical course grades, and also between student handedness (right versus left hand dominance) and cognitive style. Students who were ranked upper third of the class by course grades were the most field independent learners. Right handed students were more field independent than left handed students. Dental educators can identify FD students through the GEFT and institute program changes to meet their learning needs. Seven references and one figure are included. (Author/LPT)

ED 328 220 IR 014 816

O'Malley, Claire

Interface Issues for Guided Discovery Learning Environments. CITE Report No. 85.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Aug 89
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer System Design; Discovery Learning; Educational Environment; *Expert Systems; Foreign Countries; *Interaction; *Man Machine Systems; Pictorial Stimuli; Programed Tutoring

The nature of the learner-machine interaction is of central importance in the design of guided discovery learning environments. The interface to a learning environment is the only way in which a learner has access to the functionality of the system, and conversely, the interface in the only way in which the tutoring component of the system has access to the activities of the learner. Ideally, the interface system should be designed so that the system itself becomes the domain to be learned, rather than a representation of that domain. However, such a "direct manipulation interface" is practically impossible given the infinite number of ways that learners interact with the domain to be learned, with the symbols the interface uses to represent that domain (e.g., pictorial or iconic stimuli), and with the tasks necessary to manipulate those symbols within the interface. Similar complexities arise when determining how the learner is represented to the system, or the extent to which the interface provides a source of evidence for the tutoring system to make inferences about the learner. Such a learner-machine interface must take into account the learner's prior understanding, and the context in which the interaction takes place. (66 references) (DB)

ED 328 235 IR 014 836

Stanford, J. D.; Imrie, B. W.

Evaluation of a Third Year Distance Education Course: Monetary Economics. Working Papers in Distance Education, No. 1.

Queensland Univ., St. Lucia (Australia). School of External Studies and Continuing Education
PUB DATE- Jul 81
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Cassettes; College Juniors; *Course Evaluation; *Distance Education; *Economics Education; Foreign Countries; Higher Education; *Instructional Design; Instructional Innovation; Learning Modules; Mastery Learning; Pacing; Postsecondary Education; Questionnaires; Student Characteristics
IDENTIFIERS- Australia; Printed Materials

An evaluation of Monetary Economics, a course offered to distance education students of the University of Queensland in 1979 and 1980, was conducted in 1981. Monetary Economics is an innovative course designed and prepared using principles of educational technology specifically for distance education, and for the planning of effective interaction between the subject, teacher, and students. The aims of the course were to enable students to learn at their own individual pace and to increase the level of activity and involvement in the learning process. Audiotapes, workbooks, and small group syndicate discussions were used to achieve these aims. This report begins by describing the design strategy and major course features, including theoretical considerations, subject area considerations, student characteristics, design principles, and course structure. This description is followed by an explanation of the evaluation procedures and the results of the evaluation, which focused on student performance and their assessment of the course, course efficiency, cost effectiveness, and the consistency of results. It is concluded that the effectiveness of Monetary Economics is directly attributable to the effectiveness of education technology, which employed sound principles of learning to solve a problem in course design. A copy of the student questionnaire is appended. (30 references) (DB)

ED 328 251 IR 053 408

Vasi, John
Use of Management Statistics in ARL Libraries. SPEC Kit #153.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 89
NOTE- 95p.; For SPEC Kit #134, see ED 284 566.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; Data Analysis; Higher Education; *Library Administration; *Library Collections; *Library Expenditures; Library Services; *Library Statistics; Library Surveys; Questionnaires; *Research Libraries

A Systems and Procedures Exchange Center (SPEC) survey conducted in 1986 investigated the collection and use of management statistics in Association of Research Libraries (ARL) member libraries, and SPEC Kit #134 (May 1987) summarized the kinds of statistics collected and the reasons given by the 91 respondents for collecting them. This more recent SPEC Kit looks at the next step in the process--how libraries use the statistics they collect. SPEC Kit #134 categorized the types of statistics collected by placing them in one of five groupings: measures of activity and workload; measures of holdings; measures of facility (building) use; measures of resources generated and expended; and "others." In this document, ways in which libraries use these statistics are categorized in four groupings: (1) comparative data: i.e., presentation of numerical data showing year-to-year increases or decreases within or among libraries; (2) required reporting: provision of quantitative information for a given period of time to satisfy internal and external reporting requirements; (3) cost of operations: use of public service or processing statistics together with costs to determine a cost-per-unit figure or to gauge efficiency of specific operations; and (4) formula data: provision of appropriate statistics as raw data for funding or space allocation formulas. Following a brief overview of the study and the SPEC survey results, the kit provides examples of the use of statistics in each of these four categories. Materials used as examples were contributed by the Association of Research Libraries, the University of California at Santa Barbara, the University of California Libraries, the University of California at Los Angeles, Dartmouth University, the University of Houston, the University of Missouri, Northwestern University, Notre Dame University, the University of Rochester, the University of South Carolina, and Waterloo University. (MAB)

ED 328 265　　　　IR 053 423

Popa, Opritsa D.; Lamprecht, Sandra J.
Directory of Selected University Libraries Most Frequently Used by University of California Students Studying Abroad.
California Univ., Davis. Univ. Library.
PUB DATE- Oct 90
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Catalogs; Library Circulation; *Library Collections; Library Facilities; Library Guides; *Library Services; *Study Abroad
IDENTIFIERS- University of California

This directory of selected University of California Education Abroad Program (UC-EAP) host university libraries is intended to offer students and others a compilation of information necessary for research in 38 university libraries located in Europe, Asia, Australia, Africa, and North and Latin America. Each library profile within the directory is arranged alphabetically by country and has information grouped under six headings: (1) name and address; (2) description, including number of volumes and journals, other significant materials, major collection strengths, library hours, year established, and number of library branches; (3) borrowing privileges, including how to obtain a library card and length of time books may be borrowed; (4) organization of information, including card catalogs, classification systems, and stack access; (5) library facilities and services, including research rooms, photocopiers, typewriters, online searching, library brochures, reference help, and library tours; and (6) student comments. If no information was available for a category, that category has been omitted. Information for this directory was obtained from student and librarian questionnaires and up-to-date library leaflets and brochures. (MAB)

ED 328 280 IR 053 440

Muroi, Linda; White, Phillip
Library Research Guide for International Students. 2nd Edition.
San Diego State Univ., CA. Univ. Library.
PUB DATE- 90
NOTE- 64p.; For the 1987 edition, see ED 286 524.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; *Foreign Students; Higher Education; Library Guides; *Library Instruction; Orientation Materials
IDENTIFIERS- San Diego State University CA

Created especially for international students entering San Diego State University (California), this library research guide introduces basic library materials and search techniques. The guide presents a step-by-step approach using examples and illustrations to cover the following topics: (1) introductions to San Diego State University and its library; (2) locating reference librarians and research materials; (3) library terminology; (4) locating the major service points and areas in the library; (5) locating library materials using the Library of Congress Classification System and call numbers; (6) library search strategy; (7) overview sources (encyclopedias and other reference books); (8) locating books for in-depth information using the online public access catalog; (9) identifying periodical articles in indexes and locating them in the library using the online catalog for in-depth information; (10) locating and using government publications; (11) additional library services, including computer search services, reserve books, library instruction, group study rooms, interlibrary loan, the map collection, the media center, and the university archives and special collections. Exercises are provided for many of the sections, and three appendices provide a glossary of basic library terminology in English and lists of representative subject encyclopedias and periodical indexes. (MAB)

ED 328 295 JC 910 084

McKinnon, Norma M.

The Development of a Professional Activities Handbook Governing Financial Assistance to Staff as Funded by the Title III Grant. Human Resources Development.

PUB DATE- Jan 91

NOTE- *82p.*; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; *Faculty Handbooks; Federal Aid; Inservice Teacher Education; Management Development; *Material Development; Organizational Objectives; *Professional Development; Sabbatical Leaves; Staff Development; Technical Institutes; Two Year Colleges; Workshops

IDENTIFIERS- Northern Maine Technical College; Title III Strengthening Institutions Program

In an effort to more effectively and efficiently administer Title III funds received for faculty, staff, and administrator development activities, the Northern Maine Technical College (NMTC) created a professional activities handbook for distribution to all college employees. This practicum report details the procedures undertaken in developing the handbook and includes a copy of the handbook itself. After chapter 1 provides a brief introduction to the project, chapter 2 offers a review of the literature on development activities, including issues of planning and evaluation, communication of program design, considerations for staff and part-time faculty, and handbook development strategies. Chapters 3 and 4 describe the handbook development process at NMTC (which included an analysis of the technical college system's travel guidelines, collective bargaining agreements, and a review of development handbooks from other colleges and universities), and its results. Chapter 5 concludes with a list of recommendations for developing the professional activities handbook. The handbook itself includes a cover letter for employees, and presents information on the mission, philosophy, and objectives of professional and personal development activities. It also describes and diagrams the organizational structure for staff development; presents institutional policies, procedures, and guidelines for participating in development activities; and provides sample forms and activity reports. Development activities covered in the handbook include academic courses, national conventions, on- and off-campus workshops, college forums, faculty and faculty/industry exchanges, internships, certification/recertification, sabbaticals, and unpaid leaves of absence. (GFW)

ED 328 308 JC 910 097

Meltesen, Cal; Lucas, John A.

Student Characteristics as Compared to the Community Profile of Fall, 1989. Volume XIX, No. 4.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 15 Nov 90

NOTE- 33p.; For previous years' studies, see JC 910 087 and ED 234 837.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; College Credits; Community Colleges; Comparative Analysis; Continuing Education; Credit Courses; Enrollment Influences; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of fall 1989 students, compare student and community demographic data, and analyze the percentage of community sub-groups served by the college. A random sample of 500 degree credit students (DCS's) and 300 non-degree credit students (NCS's) were surveyed, representing 3.5% and 2.9% of the total degree credit and non-credit student populations, respectively. Based on responses from 75.2% of the DCS's and 77.3% of the NCS's, combined with an analysis of 1980 census data, the study revealed the following: (1) 44% of the DCS's and 78% of the NCS's had some previous college experience before attending Harper; (2) 12% of the DCS's and 49% of the NCS's had a bachelor's degree before attending Harper; (3) 79% of the DCS's and 84% of the NCS's were employed full-time; (4) funding sources reported by DCS's included the student's own money (47%), parental funds (25%), spouses (12%), and employer contributions (11%); (5) funding sources reported by NCS's included the student's own money (63%), spouses (13%), employer contributions (11%), and parental funds (5%); (6) among DCS's, reported goals upon leaving Harper included transfer to a four-year institution (47%), getting a full-time job (13%), and remaining at the same job (11%); and (8) primary enrollment influences for DCS's included parents, friends or relatives, and the physical presence of the campus, while for NCS's, receipt of the semester schedule in the mail was a major influence. The survey instrument, cover letter, and data tables are included. (GFW)

ED 328 335 JC 910 146

Baldwin, Anne

Program Review: A Five Year Summary of Placement and Follow-Up Information of Students in Associate in Science Degree Programs, 1984-85 through 1988-89. Research Report No. 90-23R.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Oct 90

NOTE- 131p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)

DESCRIPTORS- Associate Degrees; *College Graduates; Community Colleges; *Education Work Relationship; *Enrollment Trends; Job Placement; Longitudinal Studies; Majors (Students); Multicampus Districts; *Outcomes of Education; *State Standards; Student Educational Objectives; Trend Analysis; Two Year Colleges; Two Year College Students; Vocational Education; *Vocational Followup

IDENTIFIERS- Florida; Miami Dade Community College FL

In October 1990, a study was conducted of Miami-Dade Community College (M-DCC) occupational programs over the 5-year period from 1984-85 through 1988-89. The study examined trends in enrollment, graduation, attainment of state-mandated job placement standards, and pre-program interest among students for both Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The opening three sections of this report provide summary information on the placement status of 1988-89 graduates; the distribution of A.S. programs on M-DCC campuses; and the graduation and enrollment trends in each of the different occupational programs. The final section consists of extensive data tables for each of the A.S. programs, providing information on total program enrollees, numbers of graduates, number of graduates employed in a related field, number continuing their education, number employed in an unrelated field, number in the job placement pool, number placed, and the number originally declaring enrollment in an A.A. or an A.S. program. Data are provided for each of the 5 academic years from 1984-85 through 1988-89. Highlighted findings for 1988-89 include the following: (1) the overall job placement rate for graduates of A.S. programs was 96.8%; (2) 85% of the A.S. programs had graduates who were continuing their education; (3) only 3% of the graduates were employed in fields unrelated to their training; and (4) the programs with the largest numbers of graduates were Nursing, Office Systems Technology, and Electronics Technology. (GFW)

ED 328 352 PS 019 374

Ahmad, Mahassen

Texas Nutrition Education and Training Program for Federal Fiscal Year 1990. Final Evaluation Report.

Texas State Dept. of Human Services, Austin.
PUB DATE- 90
NOTE- 102p.; For an earlier evaluation, see ED 285 897.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coordination; *Library Services; *Nutrition Instruction; *Outreach Programs; Program Evaluation; *Resource Materials; State Programs; *Workshops
IDENTIFIERS- *Texas

The U.S. Department of Agriculture's Nutrition Education and Training Program (NET) provides nutrition information and instructional resources for children and for key individuals involved in children's learning environments. The latter category includes parents, educators, and food service personnel. This document describes formal evaluation activities of the NET Program for fiscal year 1990, reports findings, and offers recommendations. Section I provides an executive summary of the evaluation activities. Section II describes the evaluation of the outreach activities of the NET Program. Section III reports on the evaluation of the Nutrition for Children workshops for educators, food service personnel, and administrators. Section IV concerns findings on the use of the "Food... Early Choices" kits in nutrition education. Section V reports on the general evaluation of the NET Program. Appendices provide evaluation instruments of the NET Program Outreach, the Nutrition for Children Workshop, and the "Food... Early Choices" kit study. (RH)

ED 328 466 SO 021 013

Turner, Mary Jane; And Others

The Civic Achievement Award Program in Honor of the Office of the Speaker of the House of Representatives. Instructor Manual and Student Resource Book . Launch Edition.

Close Up Foundation, Arlington, VA.
SPONS. AGENCY- Burger King Corp., Miami, FL.
PUB DATE- 90
NOTE- 256p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Democratic Values; Elementary Education; Instructional Materials; Interdisciplinary Approach; Learning Activities; *National Programs; Program Guides; Social Studies; *Student Projects; Teaching Guides

The Civic Achievement Award Program (CAAP) was established by the U.S. Congress in response to national concerns about the need to increase civic literacy among the nation's young people. The program was designed to provide elementary and middle school educators with interdisciplinary materials that focus on providing a base of civic competence, knowledge, and skills for all citizens. CAAP consists of three student projects: the learning project, the research project, and the civic project. Students who participate in the program receive the Civic Achievement Award, a certificate from the United States Congress. The first of these related manuals is for CAAP instructors and contains sections paralleling the student book. The three student projects are described, including each project's purpose, components, and process, and examples from schools that have used the CAAP program. The instructor's manual also includes a class management form, a guide for obtaining publicity, and a list of national and government organizations. Answers to the study sheets and mastery test that appear in the student book make up two-thirds of the instructors' manual. The second of these manuals, for students, includes the CAAP timeline which lists some of the important events that have occurred in the United States from 1492 to the present. Using information from the timeline, students are expected to complete the learning project, which is designed to provide them with a common body of knowledge relating to U.S. history, government, geography, economics, culture, and current events. This guide also includes the materials necessary for students to complete the research project, which teaches students that the ability to analyze information and to communicate it to others is necessary for full participation in democracy, and the civic project, which encourages students to become informed and to develop opinions about civic issues. (DB)

ED 328 483 SO 021 067

Baker, Mike
Intelligent Computer-Aided Instruction and Musical Performance Skills. CITE Report No. 18.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jul 87
NOTE- 26p.; Transcript of a talk presented at the Conference of the Open University CAL Research Group (Milton Keyes, England, December 1986). For related documents, see SO 021 064-066.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; Foreign Countries; Interactive Video; Learning Strategies; Learning Theories; *Music Education; Music Techniques; *Music Theory; Skill Development; Teaching Methods

This paper is a transcription from memory of a short talk that used overhead projector slides, with musical examples played on an Apple Macintosh computer and a Yamaha CX5 synthesizer. The slides appear in the text as reduced "icons" at the point where they would have been used in the talk. The paper concerns ways in which artificial intelligence techniques could be applied to enable computers to make some kind of useful input into teaching musical performance skills. The overall plan of the paper falls into three main parts, namely: "What should be taught?" "How could it be taught?" and "Could it and should it be done?" A particular psychological characterization of musical performance is discussed as a means of answering the first question: what should teachers be trying to teach? The question, how could teachers teach it, then becomes a problem of finding a knowledge representation which both models these cognitive processes and is suitable for the teaching strategies desired. The question as to whether the proposal could be done is a matter of having the needed human and technological resources--and of stretching them to the limit in anticipation of future advances. As to whether it should be done, what is needed is a reasonable assurance that the research will make some useful contribution both to music education and to general design principles in compouter aided instruction. Design considerations for the technology for creating the appropriate environment to develop music performance skills are examined and practical implications of the human and technological resources used for computer design and for music education are explored. An appendix contains questions, suggestions, and answers that were raised in the original discussion, together with a short list of works referred to in the paper. (DB)

Koretz, Daniel; And Others
Trends in the Postsecondary Enrollment of Minorities.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Aug 90
NOTE- 115p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Black Students; *College Students; *Enrollment Trends; Higher Education; Hispanic Americans; *Minority Groups; *Postsecondary Education; *Trend Analysis

This report attempts to resolve disagreements about trends in minority enrollments in postsecondary education institutions and to examine various factors that might help explain the enrollment trends. Among the study's findings were the following: (1) in the total group of individuals, aged 18-24, the overall enrollment rate of blacks has changed little since the mid-1970s; (2) the proportion of black high school graduates, aged 18-24, that is enrolled in college has declined substantially from a peak of nearly 33 percent in the mid-1970s; and (3) the enrollment rate of Hispanic youth has been stable since the late 1970s, though it remains lower than during the peak years of the mid-1970s. Possible factors causing the enrollment trends, such as military enlistments and family income differences, are analyzed. Data sources (the Current Population Survey and the Integrated Postsecondary Education Data System) are described in an appendix. Includes 51 references. (JDD)

ED 328 433 SE 051 909

The Coordinated Implementation of National and State-by-State Reform in School Mathematics.
Association of State Supervisors of Mathematics.
PUB DATE- Sep 89
NOTE- 215p.; Report of the First Annual Association of State Supervisors of Mathematics (Chicago, IL, September, 1989).
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; *Educational Change; Elementary School Mathematics; Elementary Secondary Education; Higher Education; *Mathematics Curriculum; Mathematics Education; Organizations (Groups); Secondary School Mathematics; *Teacher Education

In September of 1989, a working conference was held to launch a decade-long effort to provide leadership in implementing the school reform movement. This report contains the position statements and the Association of State Supervisors of Mathematics (ASSM) national action agenda for the following five spheres of influence: (1) "An Environment Conducive to Change"; (2) "K-12 School Mathematics Curriculum"; (3) "Adoption or Selection of Instructional Material"; (4) "Testing and Evaluation"; and (5) "Teacher Preparation and Certification." Also included are issues identified for consideration at future working conferences. The report closes with a commentary from the president of ASSM, Donald Chambers. The appendices to this report contain the individual state action items written by the ASSM members participating in this working conference and other pertinent information related to the session. (CW)

Yougiouklis, Penelope-Suzannah Kambakis
Lexical Decomposition as a Strategy for Guessing Unknown Words: Users' Competence and Confidence.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990). Some tables may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Comparative Analysis; English (Second Language); *Etymology; Greek; *Prior Learning; *Reading Comprehension; *Reading Strategies; Second Language Learning; *Self Esteem; Semantics; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Lexical Decomposition Strategy

The study reported in this paper investigated second language learners' ability to analyze new words without the use of context clues. The study focused on how confidence and accuracy increase or decrease with prior knowledge of a language and how availability of reading strategies can affect confidence or accuracy. Three groups of graduate students (eight Greek learners of English, eight native English-speakers, and two Greek-English bilinguals) each completed two tasks: a multiple-choice vocabulary test using decomposable words with possible explanations of their Latin or Greek origins; and a measure of confidence in each response in the first task. Two groups of decomposable stimuli were used, including: 12 Latinate and 12 Greek pseudo-words made of bound morphemes, in verb form, prefixed. Twelve real words of low frequency, some decomposable and some not, were used as distractors. Results suggest that (1) all subjects must have consciously used the lexical decomposition strategy; (2) all subjects did significantly better on words of Greek origin; and (3) monolingual subjects' confidence rates were much lower than their accuracy rates. Additional research on pseudo-words in different contexts is recommended, to determine whether increasing lexical background information affects accuracy or confidence. A brief bibliography and test data are appended. (MSE)

ED 328 158 HE 024 211

Lai, T. H.
The Economic Impact of Liberty University on the Lynchburg Area.
PUB DATE- Oct 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; *Economic Impact; Employment; Expenditures; Higher Education; Income; Private Colleges; *School Business Relationship; *School Community Relationship; Taxes
IDENTIFIERS- *Liberty University VA

This study assessed the economic impact of Liberty University (Lynchburg, Virginia) on the local community in the fiscal year 1989-90, and updated a 1980-81 economic impact study. The study used a cash-flow model to measure economic impact on local businesses, local government, and local individuals. Over the 9-year period, total spending by the university and economic impact on the community increased by 300%. Local expenditures by the University, faculty, staff, students, and visitors were estimated to be $42.6 million. The net impact on local government changed from a negative to a positive amount; in 1989-90 local governments allocated $2.6 million to provide services but received taxes and other revenues of $3.0 million. The University employed 1,167 local faculty and staff, and an additional 997 local jobs were created due to University-related local expenditures. Personal income in the area rose by 306%. Appendices contain samples of questionnaires used, survey findings, and descriptions and calculations of the models used. (13 references) (JDD)

ED 328 369 RC 017 782

Bathurst, Effie G., Ed.
Conservation Education in Rural Schools. Yearbook. February 1943.
National Education Association, Washington, D.C. Dept. of Rural Education.
PUB DATE- Feb 43
NOTE- 125p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Class Activities; Community Education; *Conservation (Environment); *Conservation Education; Depleted Resources; Elementary Secondary Education; Environmental Education; Experiential Learning; Human Resources; Learning Activities; *Natural Resources; Program Development; *Rural Education; Rural Environment; School Activities

This 1943 National Education Association yearbook was written to teach rural educators about conservation education in the United States. The general purposes of the book are: (1) to describe the major problems of conservation education; (2) to give specific illustrations of what specialists believe rural schools should teach; (3) to present reports from teachers, principals, and supervisors telling what children are doing and learning; and (4) to furnish sources of information for teachers and students. The book focuses on activities of teachers and children successfully engaged in actual conservation projects, describing existing conservation education programs that may prove stimulating to schools and communities considering similar programs for their own classrooms. Chapter 1 offers a general overview of conservation with examples of existing threats to the environment. Chapter 2 discusses conservation education, issues and resources, and some conservation organizations. Chapter 3 contains examples of actual children's projects, as described by their educators. Chapter 4 discusses human resources conservation, focusing on health and education, and reports on several successful efforts to raise communities' living standards and awareness through conservation education projects. Chapter 5 provides a general summary of the book and a bibliography of approximately 180 publications on conservation. (TES)

ED 328 415 SE 051 890

Science 10. Course of Studies. Draft.
Alberta Dept. of Education, Edmonton.
PUB DATE- 90
NOTE- 29p.; Original printed on brightly colored paper, therefore quality of reproductions may be diminished.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Chemistry; Course Content; Curriculum Guides; Energy; Experiential Learning; Foreign Countries; *Interdisciplinary Approach; Physics; Problem Solving; Program Descriptions; *Science and Society; *Science Curriculum; Science Education; Scientific Literacy; Secondary Education; *Secondary School Science; *Student Attitudes; Technology; Thinking Skills
IDENTIFIERS- *Alberta

An integrated program is presented that focuses on helping students understand the scientific principles behind the natural events they experience and the technologies they use daily in their lives. Students' abilities are developed to ask questions, investigate and experiment, gather, analyze and assess scientific laws and principles and their applications. In the process, students exercise their creativity and develop critical thinking skills. Through experimentation, problem-solving activities and independent study, students develop an understanding of the processes by which scientific knowledge evolves. Included are the program rationale and philosophy, general learner expectations, specific learner expectations, and a course overview. The four units are: (1) "Energy from the Sun"; (2) "Matter and Energy in Living Systems"; (3) "Matter and Energy in Chemical Change"; and (4) "Energy and Change". Each unit contains an overview, attitudes encouraged of students, major concepts, science knowledge, science skills, and science-technology-society connections. This final draft is being used to prepare support material and to validate the course of studies. (KR)

ED 328 450 SE 051 930

Corwin, Rebecca B.; Russell, Susan Jo
Measuring: From Paces to Feet. Used Numbers: Real Data in the Classroom. Grades 3-4.
Lesley Coll., Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 151p.; For related documents, see SE 051 929-931. In cooperation with the Technical Education Research Centers (TERC) and the Consortium for Mathematics and Its Applications (COMAP).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; Computer Assisted Instruction; Cooperative Learning; *Data Analysis; Elementary Education; *Elementary School Mathematics; *Estimation (Mathematics); Graphs; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Measurement; Pattern Recognition; Problem Solving; Statistics; Student Projects; Teaching Guides; Teaching Methods

A unit of study that introduces measuring as a way of collecting data is presented. Suitable for students in grades 3 and 4, it provides a foundation for further work in statistics and data analysis. The investigations may extend from one to four class sessions and are grouped into three parts: "Introduction to Measurement"; "Using Standard Measures"; and "A Project in Data Analysis." An overview of the investigation, session activities, dialogue boxes, and teacher notes are included in each investigation. The major goals developed in each part of this guide are: (1) moving through space and counting the movements; (2) comparing units of measure; (3) estimating distances; (4) defining a measurement method; (5) writing directions involving distances; (6) recording and displaying the results of measurement; (7) experiencing a need to standardize; (8) understanding that standard measures were invented to solve real data collection problems; (9) estimating lengths; (10) measuring accurately, using feet and inches; (11) describing the shape of the data; (12) analyzing data through landmarks and features of the data; (13) using standard measures to compare data sets; and (14) experiencing all the phases of a data analysis investigation in which measuring is used to collect data. Seven student sheets are attached. (KR)

ED 328 502 SO 030 363

Schnell, Jim

Governmental Use of Cartoons in Chile as a Means of Informing and Persuading Voters.

PUB DATE- 90

NOTE- 17p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Elections; Foreign Countries; Government (Administrative Body); Mass Media Effects; Persuasive Discourse; Political Attitudes; *Political Campaigns; Political Candidates; *Political Influences; Public Opinion; Social Values; Voting

IDENTIFIERS- *Chile; *Political Cartoons

In an electoral process in 1988 and 1989, voters replaced General Augusto Pinochet as leader of Chile. The use of political cartoons by both pro- and anti-Pinochet forces is explored in this paper. Cartoons have long been recognized as a form of mass communication. In the Chilean elections cartoons played an important role in the battle for the support of voters. Several cartoons are reproduced, and the ways in which their messages both inform and persuade are analyzed. (DB)

ED 328 174 HE 024 228

Brazziel, William F.
Thinking about College Teaching.
PUB DATE- 9 Feb 91
NOTE- 13p.; Paper presented at the Hudson-Mohawk Association Luncheon (Latham, NY, February 9, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; Adolescents; *Career Choice; College Faculty; *College Instruction; *Doctoral Degrees; Graduate Study; Higher Education; High Schools; Mentors; Minority Groups; Minority Group Teachers; *Tutoring

This speech, presented to undergraduate students who serve as mentors and tutors to high school students, emphasizes the need for increased high school graduation rates in order for the United States to remain competitive in the world economy and points out the importance of the mentoring program at the Hudson-Mohawk Association in furthering this effort. Mentors should be aware that educating individuals to perform technical work in production and distribution is just as important as developing professionals; they should also be aware of the discouragement and confusion faced by adolescents as they grow up in America today, and the impact of this on the tutoring process. The tutors are encouraged to continue their education, to earn doctoral degrees, and to consider college teaching as a career. Several rewards of college teaching are pointed out, such as working with young people and seeing them grow, and the power to affect society through research, writing, and creative endeavors. The speech also comments on minority representation in higher education, the fluctuating demand for college teachers, financial assistance for doctoral education, length of time needed to complete a doctorate, college teaching opportunities without a doctorate, and job opportunities outside higher education. (JDD)

ED 328 266 IR 053 424

Weber, Lisa B.

Electronic Records Issues. A Report to the Commission. Commission Reports and Papers Number 4.

National Historical Publications and Records Commission, Washington, DC.
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Archives; Computers; *Databases; *Electronic Publishing; *Information Storage; Library Collections; *Preservation; Problems; *Records Management; Telecommunications
IDENTIFIERS- Archival Value; Multimedia Materials

Our society is witnessing an ever-increasing sophistication in the development and use of computer and associated telecommunications technologies. Archivists are no longer faced with preserving relatively simply numeric files, but with maintaining a vast array of electronic information holdings ranging from complex databases to compound electronic documents composed of text, images, sound, graphics, and data. Although information in electronic form may offer several research advantages over paper records, archivists find preservation of and access to electronic records problematic for a variety of reasons: (1) electronic information is system dependent; (2) electronic information resides on fragile storage media; and (3) electronic information can be easily erased or changed. Archivists have devised several approaches to ensure the preservation of information in electronic form. These are: (1) archival involvement with information systems at their inception or design stage to ensure the availability of historically valuable electronic information; (2) the development and use of standards to ensure the transfer of data across fragile media and constantly changing technological environments; and (3) the development of interdisciplinary projects to test possible solutions that build upon others' expertise. Recommendations for five categories of activities to be supported during the coming years conclude this report. (11 references) (MAB)

ED 328 353 PS 019 395

Johnson, Donna M.
A Model Information Workshop for Prospective TK Parents.
PUB DATE- Jul 90
NOTE- 89p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication (Thought Transfer); *Kindergarten; *Parent School Relationship; *Parent Teacher Conferences; Primary Education; *Transitional Programs; Workshops

A kindergarten teacher implemented and evaluated a practicum intervention designed to improve an elementary school's communication with parents concerning its transitional kindergarten program. Implementation occurred over 10 weeks and involved the formation of a committee to approve the plan of action; meetings with seven kindergarten teachers to discuss the coordination of parent-teacher conferences; implementation of parent-teacher conferences attended by kindergarten teachers and parents of children recommended for the transitional program; implementation of two informational programs for parents; and a visit of prospective transitional students to the transitional kindergarten class. Parent survey data suggested that the outcomes of the intervention were positive. Related materials, such as objectives of the transitional kindergarten program, parent survey instruments, and a description of the program's whole language approach to the kindergarten curriculum, are appended. (RH)

ED 328 384 RC 017 977

Bradshaw, Dean H.; Desser, Karen
Audiographics Distance Learning: A Resource Handbook.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; Costs; *Distance Education; *Educational Equipment; Elementary Secondary Education; Purchasing; Rural Schools; Teaching Methods; Telecommunications
IDENTIFIERS- *Audiographics

One of today's most promising and least costly interactive distance learning systems is audiographics--the combined use of voice transmission, computer networking, and telefax transfer of materials. This handbook is a guide for educators interested in developing an audiographics program. Section I looks at reasons why both rural and urban educators have turned to audiographics and the ways it is used in different school settings. Section II compares features and costs of two-way television, one-way television with audio return, and audiographics. Section III describes audiographics hardware and software, system capabilities and suggested accessories, and software systems marketed by vendors. Section IV outlines steps in procuring and installing an audiographics systems, emphasizing the importance of installing a complementary telephone system. Section V offers advice from teleteachers and school administrators on how to set up school schedules and teacher training for audiographics. Section VI lists some teaching strategies that audiographics users have found effective, and gives examples of materials created by teleteachers. Section VII looks at distance learning's future. Appendices contain a glossary of major technology terms, evaluation data about the effectiveness of audiographics, addresses of distance-learning educators willing to be resource persons, and prices and vendors of audiographics hardware and software. (SV)

ED 328 399 RC 017 998

Patterns for Country Stars: Systematic Staff Development for Rural, Small Schools.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 299p.; Contains variety of pagination.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Improvement; *Educational Planning; Elementary Secondary Education; *Improvement Programs; Models; Participative Decision Making; *Rural Schools; *Small Schools; *Staff Development; *Team Training; Teamwork; Transparencies
IDENTIFIERS- *School Leadership Teams

This document is a stand-alone training package for staff development providers in rural small schools. Based on research and best-practice information, the school improvement model used promotes cooperation, content transferability, and adaptations for long-term program maintenance. The underlying assumptions of the model are that when school improvement is to be brought about through staff development, the staff development should be: (1) related to district goals and priorities; (2) focused on the school as the unit of change; (3) planned and implemented by a school leadership team; (4) "participant-oriented"; (5) an ongoing process; and (6) incorporated into the district's planning process. School leadership teams are an integral part of the process. This training is designed to be given in 2 days to a group of 10-30 participants. Each section of the manual contains objectives, preparation, an overview, a trainer script, transparencies to use with the training, and resource and supplemental materials. Sections: (1) establish the context in which systematic staff development occurs in relation to the history of the effective school movement; (2) define the purpose and composition of the school leadership team; (3) discuss the relationship between district priorities and school goals, and the rationale for conducting a needs assessment; (4) describe the elements in designing staff development activities; (5) explore the steps in implementing a new practice; and (6) address the skills needed for effective team functioning. (SV)

ED 328 434 SE 051 910

McVey, Eileen
Aqua-Topics. Aquaculture for Youth and Youth Educators.
National Agricultural Library, Beltsville, MD.
PUB DATE- Jul 89
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Biology; *Elementary School Science; Elementary Secondary Education; Environmental Education; *Fisheries; Horticulture; *Ichthyology; Marine Biology; *Plants (Botany); Resource Materials; *Science Activities; Science Education; *Secondary School Science; Student Projects; Teaching Guides; Water Pollution; Water Quality
IDENTIFIERS- *Aquaculture

This booklet contains information on aquaculture and ideas for aquaculture projects. The information provided is for students at upper elementary through high school learning levels. Recommended activities at the end of the text are organized by level of difficulty. The activities can be modified depending on area and availability of resources. A glossary is also included at the end of the text for those students who need assistance with vocabulary. Source books that correspond with the activities are listed for students. A source list for teachers includes selected books, articles, and curricula and supplemental materials. (KR)

ED 328 081 FL 019 050

Sunderland, Jane; Toncheva, Elizabeth
The Value of Project Work in INSET.
PUB DATE- 10 Jan 91
NOTE- 20p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •English (Second Language); Foreign Countries; Higher Education; •Inservice Teacher Education; Participant Satisfaction; Secondary Education; •Second Language Programs; •Student Projects; Surveys; •Teacher Attitudes; Teaching Methods
IDENTIFIERS- •Institute for English Language Education (England)

Project Work is increasingly being used in In-service Teacher Education courses for English-as-a-foreign-language teachers for the purposes of both language improvement and learning about English language teaching. At the Institute for English Language Education, Lancaster University, the intended purpose of Project Work is primarily the latter. However, a questionnaire study of INSET course tutors and participants that showed Project Work to be well received also indicated it to be of value largely because it addresses the INSET participant in several roles, i.e., as teacher of English, teacher of learners, researcher, learner of English, writer, and INSET course participant. (MSE)

ED 328 113 HE 024 136

Hawthorne, Elizabeth M.; Ninke, Diane

Focus on Faculty Service.

PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Faculty; Cooperative Programs; Faculty Development; Higher Education; National Surveys; *Postsecondary Education as a Field of Study; Professional Development; *School Community Programs; *School Community Relationship; *Two Year Colleges; *Universities
IDENTIFIERS- *Faculty Service

A 1988-89 national survey examined faculty community service by asking 142 faculty members specializing in higher education, community college education, or adult education two questions: what kinds of service the faculty members provide to two-year colleges and why they engage in these activities. Service was defined as anything a university/program/center does for the good of the community rather than for the benefit of the institution/program. Among results were the following: 65% of respondents have on-going relationships with community colleges in areas such as curriculum development projects and organizational change activities; 44% of respondents indicated they have been involved in developing professional education programs for community and technical colleges; 76% reported they have informal contacts with two-year colleges; and only 28% reported that faculty members are rewarded for service activities. Service was provided mainly in professional development opportunities for community college administrators and faculty members. The considerable informal contact did not necessarily translate into substantial service. Survey responses suggested, however, that service can and does benefit both the service providers and recipients. Includes 25 references. (LPT)

ED 328 143 HE 024 192

Non-Credit Instructional Activities: January 1, 1990 through June 30, 1990 with Trend Information from 1983. OIR Report 20-91.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jan 91
NOTE- 630p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; College Faculty; *Continuing Education Units; Course Descriptions; Data Collection; Educational Trends; Financial Support; Higher Education; *Noncredit Courses; School Registration; Surveys; *Units of Study
IDENTIFIERS- *State University of New York

This report summarizes the responses of the State University of New York (SUNY) constituent institutions to the biannual survey of Non-Credit Instructional Activities for January 1, 1990, through June 30, 1990. The format of the report is as follows: Part 1 includes information on non-credit activities and registrations from a SUNY-wide perspective; Part 2 provides non-credit trend data from 1983 through June 30, 1990; and Part 3 includes a listing of all non-credit activities offered at SUNY colleges and universities from January 1, 1990, through June 30, 1990, by subject areas. Non-Credit Course (NCC) reports 1 through 6 are summary reports of the number of non-credit activities and registrations by six categories: subject area, target clientele, organizing unit, instructional type, faculty status, and funding source. NCC reports 7 through 12 are campus detail reports. NCC report 13 indicates Continuing Education Unit (CEU) producing non-credit activities in alphabetical order by campus. Next are trend tables that summarize the number of non-credit activities and registrations for SUNY from 1983 through June 30, 1990. NCC reports 17 through 20 are system detail reports. NCC report 21 is an alphabetized list of all non-credit courses offered at all SUNY institutions for a given academic term. Contains an appendix and publications list. (GLR)

ED 328 190 HE 024 246

Inventory of Physical Facilities of Ontario Universities, 1989-90.
Council of Ontario Universities, Toronto.
PUB DATE- Jan 91
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Buildings; *Educational Facilities; *Facility Inventory; Facility Requirements; Foreign Countries; Higher Education; Space Classification; *Space Utilization; Standards; Universities
IDENTIFIERS- *Ontario

Inventory data for the physical facilities of Ontario, Canada, universities are presented, as of November 1989. The first table presents a summary of all net assignable square meters (NASM) by institution. Table 2 presents a detailed breakdown of all NASM, by institution, for each of 20 space categories (such as health service, residential, assembly and exhibition, classroom). Table 3 presents a distribution of NASM categories by age, excluding rental space. Tables 4-22 present institutional space requirements, as measured by space standards compared to actual inventory. Tables 23-32 provide analyses of space generated and inventoried by space type, covering: laboratory, research, academic office, administrative office, library, physical education/athletic, maintenance, and student/central services space. Table 33 summarizes space generated and space inventoried per full-time equivalent student. Appendices include an educational program classification scheme, space classification scheme, definitions of input measures, and 1987 Council of Ontario Universities space guidelines. (JDD)

ED 328 206 HE 024 270

Hearing on Issues and Matters Pertaining to Historically Black Colleges and Universities. Hearing before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 16 Dec 90

NOTE- 224p.; Serial No. 101-128.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Access to Education; American Indians; *Black Colleges; Blacks; College Students; *Educational Finance; *Educational Needs; Educational Opportunities; Enrollment; *Financial Support; Hearings; Higher Education; Hispanic Americans; Institutional Mission; Minority Groups; Research Universities; *State Aid; Student Attrition; Student Financial Aid; Student Loan Programs; Universities

IDENTIFIERS- Congress 101st; *Higher Education Act 1965

This document reports oral and written testimony given for an oversight hearing by witnesses concerning the reauthorization of the Higher Education Act of 1965 primarily as it affects Black colleges and universities. Witnesses included college presidents from historically black colleges/universities including Smith University (North Carolina), Florida Agricultural and Mechanical University, Bethune-Cookman College (Florida), Medgar Evers College (New York), Wiley College (Texas), Hampton University (Virginia), North Carolina Central University, University of Arkansas, Clark Atlanta University (Georgia), Virginia State University, Meharry Medical School (Tennessee), North Carolina Agricultural and Technical State University, and Lincoln University (Pennsylvania). Their testimonies focused on problems experienced by those institutions in their effort to matriculate and graduate black and other minority students. Witnesses spoke of such issues as: the lack of federal and state support in the development of black universities/colleges; rapid decline in college enrollments among minorities; lack of access to higher education for minorities; and need for student financial aid. Statements by an executive of the Philip Morris Companies and Congressmen William Grey and Augustus F. Hawkins are also included. (LPT)

ED 328 221 IR 014 817

Kaye, Anthony R.

Computer Conferencing and Mass Distance Education. CITE Report No. 98.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 90

NOTE- 31p.; For a related paper, see IR 014 815.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Learning; *Distance Education; Educational Environment; Electronic Mail; Foreign Countries; Higher Education; Interaction; Multimedia Instruction; Open Universities; Student Role; Teacher Role; *Teleconferencing

IDENTIFIERS- *Computer Mediated Communication; *Open University (Great Britain)

This paper briefly reviews the first large-scale use of computer mediated communication (CMC) at the Open University (OU) in Milton Keynes, England, including computer conferencing and electronic mail, in an adjunct mode on a multimedia distance education course with 1,500 students. The first part of the paper outlines the rationale for introducing CMC into the distance education situation in terms of the use of the medium for regular updating of a course, and for increasing the opportunities for interaction amongst and between students, tutors, and course developers. It then goes on to describe OU's growing electronic campus as a virtual environment where members of the university community can meet, socialize, collaborate, and learn. The second part of the paper looks at the effects and implications of the use of computer conferencing within an OU course, with specific reference to the roles of the course team, teachers, and students. In particular, it asks to what extent CMC as a medium can empower students and teachers in the distance learning environment, i.e., give them a stronger role in the educational process and an enhanced opportunity to contribute and share their own knowledge and experience as adult learners. A list of 98 reports from the Centre for Information Technology in Education completes the document. (17 references) (Author/DB)

ED 328 236 IR 014 839

Vandenberg, Donald
Charlatans, Knowledge, Curriculum and Phenomenological Research.
Working Papers in Distance Education, No. 5.
Queensland Univ., St. Lucia (Australia). School of External Studies and Continuing Education
PUB DATE- Feb 82
NOTE- 32p.; Paper presented at a seminar in the Division of External Studies, University of Queensland (St. Lucia, Queensland, Australia, February 1982).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Curriculum Development; Educational Philosophy; *Educational Research; Elementary Secondary Education; *Epistemology; Fundamental Concepts; *Ideology; *Lecture Method; *Phenomenology; Postsecondary Education
IDENTIFIERS- *Printed Materials

Arguing that the word "knowledge" has become unfashionable, having been replaced by "science," this paper begins by positing that there are many sciences and that it is the task of basic theorist within each science to ascertain the appropriate procedures, principles, and canons of enquiry based on detailed knowledge of the fundamental phenomena within the domain. All canons of inquiry or criteria of good knowledge are, therefore, field-dependent and domain-specific. The only valid knowledge worthy of inclusion in the school curriculum is the theoretical knowledge of the individual academic disciplines and the practical knowledge of the arts, crafts, trades, sports, and professions, that has been validated by qualified experts. Knowledge in the curriculum should help the young to become aware of things in the world that they should be exploring if they are to become responsible adults. When it does, education becomes the conceptual grasp of perceptual reality, and the selection of materials from the academic disciplines for the school curriculum is a matter for phenomenological research. What has to be ascertained is how the pupil can come aware of the objects in the various domains in such a way that they remain continuous with the things perceived in his common sense experience. In distance education, the lack of direct communication between the teacher and the students presents a major pedagogical problem. The written lecture becomes a key element in the package of instructional materials, and it should be treated as a personal communication from the teacher to the student which integrates the other course materials. (DB)

ED 328 281 IR 053 441

The New York State Program for the Conservation and Preservation of Library Research Materials. Discretionary Grant Application Workbook.

New York State Library, Albany. Div. of Library Development.

PUB DATE- 90

NOTE- 100p.; For descriptions of program activities, see ED 325 138.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Grantsmanship; Guidelines; Library Materials; *Preservation; *Proposal Writing; State Programs; *Technical Writing; Workbooks; Writing Strategies

IDENTIFIERS- *New York State Conservation Preservation Grant

This workbook is intended to aid in the preparation of the New York State Conservation/Preservation Discretionary Grant Program application and should be used in conjunction with the current Discretionary Grant Guidelines. The workbook contains hints on grant writing, a completed sample cover sheet and other application forms, good and "not-so-good" examples of the narratives for each of the six sections of the Project Description (description of institution or agency, institutional commitment to conservation/preservation, accessibility of collections to the public, research value of materials to be preserved, plan of work, and institutional contribution to the project) and a sample Project Budget. Comments which point out exactly what is missing in each "not-so-good" example are also provided and these examples comprise the main portion of the workbook. Each group of examples is preceded by a brief checklist of the information to be included in that section of the Project Description. This checklist is abstracted from the "Application Instructions," which contain much more detailed information. The "Instructions" also contain explanations of the information requested on the budget forms. The workbook should help the applicant to understand some of the common pitfalls encountered in presenting a proposal, and provide the information needed to avoid them. (MAB)

ED 328 296 JC 910 085

Flaherty, Toni

Study of Students Who Withdrew from Courses, Summer 1986-Spring 1988. Volume XVIII, No. 2.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 31 Aug 89

NOTE- 32p.; For the study of withdrawals between 1982 and 1986, see ED 295 718.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Persistence; Community Colleges; Courses; Dropout Research; *Dropouts; *Enrollment Influences; Questionnaires; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of students who withdrew from courses between summer 1986 and spring 1988 and to compare this profile with the results of a 1982-1986 withdrawal study. For the past 4 years, each degree credit student who has officially withdrawn from a course has been asked to complete a survey form, indicating withdrawal status (i.e., withdrawing from one course only, from more than one course, or withdrawing from WRHC completely), whether a counselor had been consulted, the principal reason for withdrawal, the method of registration, and general comments. Between 1986 and 1988, 13.5% of the 153,000 course enrollments resulted in official withdrawals, representing a 0.5% decrease in withdrawals when compared to the study completed in 1986. An analysis of these withdrawals indicated the following: (1) one out of every five course withdrawals resulted in complete withdrawal from WRHC, though almost 75% of the students who withdrew completely planned to return to WRHC; (2) 30% of those withdrawing gave reasons completely beyond WRHC's control, and only 7% indicated WRHC as the primary cause for withdrawal; (3) the major reasons cited for withdrawals included personal, family or health problems, job pressures, inconvenient meeting times, too far behind/poor grades, and too heavy a course load; (4) withdrawals due to poor grades or falling behind in the course increased from 12% in 1986 to 16% in 1988; (5) summer semester students were less likely to withdraw when compared to students from the fall and spring semesters; and (6) 45% of the students withdrawing indicated that they never consulted a counselor. The bulk of the report is comprised of data tables. The survey instrument is appended. (GFW)

ED 328 322 JC 910 113

Belcher, Marcia J.

Results of the Child Care Needs Survey at Miami-Dade Community College. Research Report No. 90-17R.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Jul 90

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Child Caregivers; College Planning; Community Colleges; *Day Care; *Day Care Centers; *Employee Attitudes; *Employer Supported Day Care; Needs Assessment; *Parent Attitudes; Questionnaires; School Surveys; Student Attitudes; *Student Needs; Tables (Data); Two Year Colleges

IDENTIFIERS- Miami Dade Community College FL

In 1990, Miami-Dade Community College's (M-DCC's) Task Force on Child Care conducted a college-wide survey of all faculty, staff, and administrators and a sample of students to assess the need for and interest in on-site child care at M-DCC. Among full-time employees, 722 surveys were collected for a 30% response rate. Students comprised 72% of the total study population with 1,860 responses. Study findings included the following: (1) over half of the staff and 20% of the students had children under 12 years of age; (2) the demand for child care was expected to increase from the current 27% rate to 39%; (3) 81.6% of those with children under 12 indicated that they would use a child care facility at M-DCC; (4) the most common child care arrangement, cited by 30% of the respondents, was the use of child care centers; (5) 81.5% of the respondents were at least somewhat satisfied with their current child care arrangements, although 56.4% had changed their arrangements at least once within the past year; (6) 56% of the respondents with children under 12 indicated they had missed work or class because of the lack of child care; (7) 48% of those interested in campus child care favored a full-day program, and 81.9% would need a program that operates Monday through Friday; and (8) 58.4% of the respondents paid less than $50 per week for child care. Data tables and the survey instrument are included. (JMC)

ED 328 484 SO 021 068

Holland, Simon

A Knowledge-Based Tutor for Music Composition. CITE Report No. 16.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 87

NOTE- 12p.; CITE Report No. 16. An extended abstract of a paper that was presented at the International Conference on Artificial Intelligence and Education (3rd, Pittsburgh, PA, May 9, 1987).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Computer Assisted Instruction; Computer Uses in Education; Educationa Technology; Foreign Countries; Learning Activities; Learning Processes; *Musical Composition; *Music Education; *Programed Tutoring; Skill Development

The work described here forms part of a project using models of musical ideas within an artificial intelligence and education framework whose goal is to encourage and facilitate music composition by novices. Formal knowledge of the domain (popular music) is too incomplete and fragmented to support a traditional expert-based tutor for precisely constrained tasks with clear-cut rules. Instead the proposed system will try to construct teaching plans on the basis of what novices can do, and equally importantly, what they like, in order to help them find paths to personally important goals. As well as an attempt to tackle the stringent demands of the particular domain, the research is an exploration of whether it is possible to tutor effectively with incomplete knowledge in a complex domain. A 20-item reference list is included. (Author/DB)

ED 328 503 SO 030 365

Chilcott, John H.

The Interpenetration of the Tribal and Modern World: An Example of a World Paradigm.

PUB DATE- 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Evanston, IL, June 21-23, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anthropology; Capitalism; Developed Nations; Developing Nations; Economic Development; Educational Change; Educational History; *Educational Theories; *Global Approach; Higher Education; Models; Social Sciences; Social Studies; *Tribes; World Affairs

For most of its history the science of anthropology has focused upon the influence of the city, state, and/or western civilization on tribal and peasant communities. Within the past decade a number of theories, suggesting that tribal and peasant communities have had a profound influence on cities and the modern world, have been formulated. Using archaeological and ethnographic data, this paper illustrates the application of the notion of world paradigm, the rural revolution, and modernization with particular attention paid to the world's political, economic, and communication arenas. A list of topics for student discussion is included. (DB)

ED 328 097 FL 019 073

Hannaman, David L.; And Others

Linguist Proficiency Improvement Courses.

Center for Applied Linguistics, Washington, D.C.; Human Resources
  Research Organization, Alexandria, Va.
SPONS. AGENCY- Defense Language Inst., Monterey, Calif.
PUB DATE- Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Francisco, CA, March 27-31,
  1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Education; Computer Literacy;
  Copyrights; *Curriculum Development; Czech; English; *Language
  Maintenance; *Language Proficiency; Language Skills; Language
  Tests; Models; Polish; Postsecondary Education; Program
  Descriptions; Program Development; Public Agencies; Russian;
  Second Language Instruction; Staff Orientation; Uncommonly Taught
  Languages
IDENTIFIERS- Authentic Materials; *Defense Language Institute CA;
  Interagency Language Roundtable

The processes used by the Defense Language Institute (DLI) Foreign Language Center to develop proficiency-based nonresident courses in Czech, Polish, and Russian for language maintenance is described. Based on needs assessment and analysis of Department of Defense endusers, DLI provided the concept and design for the Proficiency Improvement Courses. After a brief introduction, the theoretical framework on which the courses' development is based and the approach used in their development are described and the key elements of the theoretical framework are outlined: they include the Interagency Language Roundtable's model of second language proficiency, use of authentic materials, and proficiency-based testing. A method of course development involving three discrete phases (staff orientation management plan, staff orientation, and curriculum and materials development) is described in the next section. A third section discusses the problems encountered in the project, including copyrights, requirements for computer literacy, and the limitations in English language skills of the course developers. A list of six references as well as tables, charts, and algorithms relating to course development are appended. (MSE)

ED 328 128 HE 024 173

Rodriguez, Yvonne
Collaborative Model for Minority Recruitment and Retention via the Creation of the Future Professionals of the 21st Century Club.
Glassboro State Coll., N.J.
SPONS. AGENCY- New Jersey Governor's Teacher Grant Program, Trenton.
PUB DATE- 5 Jan 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; Academic Persistence; Bilingual Education; Blacks; Black Students; *Clubs; *College Bound Students; College Preparation; *College School Cooperation; Cooperative Programs; Demonstration Programs; *Disadvantaged Youth; Higher Education; High Schools; Hispanic Americans; Interpersonal Competence; *Minority Groups; Multicultural Education; Self Esteem; Student Recruitment
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Camden Public Schools NJ; Glassboro State College NJ

This collaborative project between Camden Public School District and Glassboro State College in Camden, New Jersey, sought to plan, develop, implement, and evaluate a program to enhance self-esteem, academic achievement, and college entrance of economically disadvantaged minority urban youth (Black and Hispanic). Special emphasis was given to the social skills needed to compete in academia. Innovative aspects of the program included: (1) bilingual delivery (in Spanish and English); (2) meetings with participants and teachers held at the high school, not the college; (3) inclusion of a multicultural gender perspective in curricular materials; (4) collaboration between public school and college; (5) creation of a student organization for minority recruitment and retention; and (6) interaction of non-traditional and minority teacher candidates as well as minority professionals who served as role models with minority group high school students. The program was evaluated positively by both students and teachers. (DB)

ED 328 159 HE 024 212

100 Ways Colleges Serve Adults.
College Board, New York, NY. Office of Adult Learning Services.
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Books (010)
DESCRIPTORS- *Adult Students; *College Admission; Continuing Education; *Educational Counseling; Higher Education; Profiles; Publicity; *School Community Relationship; Student College Relationship; *Student Loan Programs; *Student Recruitment
IDENTIFIERS- *Marketing Strategies

This book contains 100 examples (profiles) of how specific colleges across the United States have successfully sought information to better understand the adult learner, developed effective marketing strategies to reach them, and delivered programs and services that adequately serve them. The profiles describe the college's goals and objectives, the identification of the intended audience, and what the practice accomplished. The profiles also describe successful marketing and recruitment techniques, successful retention services, and other undertakings that offered a wide range of support services to adult learners. Profiles are grouped according to the specific areas the schools were addressing in their efforts. These areas include admissions strategies, curricula developed for the adult learner, academic counseling and academic support, financial assistance for adults, various publications created for the adult learner, and community relations. A contact person for each profile is included. (GLR)

ED 328 252 IR 053 409

Hocker, Susan
Computerized Online Bibliographic Searching. SPEC Kit #154.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 89
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; Data Analysis; *Equipment Evaluation; Higher Education; *Information Technology; *Library Administration; *Library Collections; *Library Statistics; Library Surveys; *Online Searching; Questionnaires; *Reference Services; Research Libraries; Users (Information)

For this kit, 106 Association of Research Libraries (ARL) academic libraries were surveyed concerning: (1) current administration/organization; (2) evaluation; (3) patron relations; (4) services; and (5) the impact of online searching on collections. Responses were received from 83 libraries, many of which contributed sample materials. Analyses of the responses indicated that the online search service is most often undertaken by reference staff and offered at most public service points in the library; most professional staff are required to have knowledge of online searching. Evaluation of the online search services and searches is generally carried out through a combination of an informal peer process, patron input, and formal evaluations by supervisors. Most libraries offer online services on a cost recovery basis, while a few charge their clientele an administrative fee above the actual cost. Many provide subsidies to faculty and students by offering "after hours" searching at reduced prices, various combinations of flat fees, and a limited number of free searches per year. Almost all of the surveyed libraries use searches as a source of ready reference and have specific guidelines for such searches. In one-third of the libraries, the availability of online indexing has led to the cancellation of paperbound titles. Some libraries report that the impact of CD-ROM availability is greater than that of online services; however, efficient and cost-effective mediated online searches will continue to be important to library users and academic libraries. This kit includes a summary of the survey results and sample materials on administration/organization, evaluation, user eligibility/charges, limitation of liability, copyright, confidentiality, services/downloading, and ready reference/library loan from 26 U.S. and Canadian libraries. A list of eight selected readings is included. (MAB)

ED 328 309 JC 910 098

Lucas, John A.; Meltesen, Cal

Study of Students Who Withdrew from Courses, Summer 1988-Spring 1990. Volume XIX, No. 5.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 15 Jan 91

NOTE- 36p.; For previous studies of student withdrawals, see JC 910 085 and ED 295 718.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; Courses; Dropout Research; *Dropouts; *Enrollment Influences; Participant Satisfaction; Questionnaires; Student Attitudes; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of students who withdrew from courses between 1988 and 1990 and to compare this profile with the results of a 1986-88 withdrawal study. For the 2-year period studied, each degree credit student who officially withdrew from a course was asked to complete a survey form, indicating withdrawal status, whether a counselor had been consulted, principal reason for withdrawal, method of registration, and general comments. Between 1988 and 1990, 13.8% of the 162,000 course enrollments resulted in official withdrawals, representing a 0.3% increase in withdrawals over the 1988 cohort. An analysis of these withdrawals indicated the following: (1) one out of every five course withdrawals resulted in complete withdrawal from WRHC, although nearly 75% of the students who withdrew planned to return to WRHC one day; (2) nearly 30% of those withdrawing gave reasons completely beyond WRHC's control, and only 8% indicated WRHC as the primary cause for withdrawal; (3) the major reasons cited for withdrawals included personal, family, or health problems, too far behind/poor grades, inconvenient meeting times, or job pressures; (4) there continued to be a lower percentage of withdrawals during the summer semester than during the spring and fall semesters (10% versus 14%); (5) during the previous 2 years, 44% of the students withdrawing had never consulted a counselor; and (6) overall, younger students continued to have a higher withdrawal rate (17.9%) than students over the age of 25 (8.9%). Sample narrative responses and the survey instrument are included. (JMC)

ED 328 336 PS 018 465

Larner, Mary; And Others
Inside the Black Box: Understanding Home Visiting Programs.
PUB DATE- Oct 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Public Health Association (New Orleans, LA, October 19-22, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; Demonstration Programs; Health Education; *Home Programs; *Home Visits; *Infants; Interpersonal Relationship; Models; *Pregnancy; *Program Effectiveness
IDENTIFIERS- *Maternal Health; Postpartum Care

It is argued that health-oriented home visiting programs during pregnancy and the postpartum period can be an important element in a comprehensive maternal and child health package. This discussion, which draws on the experience of a group of demonstration home visiting programs sponsored by the Ford Foundation's Child Survival/Fair Start initiative, explores the dynamics that make home visiting programs work. The demonstration programs use laywomen to educate and support mothers in medically underserved communities. A conceptual model linking risk factors, intervention activities, and effects on mothers and children is proposed. The discussion then turns to the process of determining what goes on between home visitor and mother. Finally, the discussion presents an innovative study of program participation that uses home visitors' ratings of their relationships with clients. Preliminary results suggest that if home visitors feel that they are friends to their clients, the latter will be better participants than if the relationship is merely that of a social worker to a service recipient or a teacher to a student. The level of participation will be higher if the client is single, a first-time mother, and has low support from her family, but is not isolated. The questionnaire dealing with the client's level of program participation, and two figures are appended. (RH)

ED 328 370 RC 017 783

Community Resources in Rural Schools. Yearbook 1939.

National Education Association, Washington, D.C. Dept. of Rural Education.
PUB DATE- Feb 39
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Community Resources; Curriculum Development; Educational History; Educational Philosophy; Elementary Secondary Education; *Material Development; *Relevance (Education); *Rural Education; Rural Schools; *School Community Relationship; Small Schools; Teacher Developed Materials

The discovery and use of community resources are necessary if the school is to assume the role of social agent and if the curriculum is to bring about desirable changes in the student and the community. This 1939 Yearbook sought to provide rural teachers with a philosophy concerning the school-community relationship and examples of programs implementing it. The first chapter discusses the close relationship of the local school to its community and examines philosophic trends toward conceptions of education as an important contributor to child development, as a continuous process, and as a process to improve the community as well as the student. Other chapters address: (1) methods for discovering community resources; (2) youth service to the community through the conservation and development of resources; (3) the use of community resources in curriculum development; (4) the discovery and use of community resources in the education of black and Spanish-speaking students; and (5) an evaluation of the educational movement to integrate the school and community. Each section contains references and/or photographs illustrating the program. (SV)

ED 328 416 SE 051 891

Yager, Robert E.; Bonnstetter, Ronald J.
The Practices of Teachers Who Develop Exemplary Science Programs.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Demonstration Programs; *Educational Assessment; *Elementary School Science; Elementary Secondary Education; Process Education; Science and Society; Science Education; Scientific Literacy; *Secondary School Science; *Teacher Effectiveness; *Teaching Methods; Technology
IDENTIFIERS- Educating Americans for the 21st Century; Iowa Honors Workshop; Project 2061 (AAAS); Project Synthesis

This document presents recommendations and generalizations from Project Synthesis, Educating Americans for the 21st Century, National Science Teacher Association Excellence Programs, and the Iowa Honors Workshop concerning the 861 teachers who were part of exemplary programs. Specific teaching strategies are listed that are associated with standard and exemplary teaching. Five proposed domains for science teaching and assessment include concepts, process, creativity, attitude, and connections and applications. Contrasts between student outcomes of classrooms taught by typical teachers and exemplary teachers are listed under each domain. Included are the results obtained when exemplary teachers assessed student growth in the five domains using a standard textbook format versus a science/technology/society (STS) framework. It was determined that teachers who use exemplary practices are able to stimulate growth in their students in all domains other than concept mastery to a far greater degree than when standard teaching practices are employed. Ten features of exemplary programs produced by exemplary teachers are listed. (KR)

ED 328 451 SE 051 931

Russell, Susan Jo; Corwin, Rebecca B.

Statistics: The Shape of the Data. Used Numbers: Real Data in the Classroom. Grades 4-6.

Lesley Coll., Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 152p.; For related documents, see SE 051 929-930. In cooperation with the Technical Education Research Centers (TERC) and the Consortium for Mathematics and Its Applications (COMAP).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; *Classification; Computer Assisted Instruction; Cooperative Learning; *Data Analysis; Elementary School Mathematics; *Graphs; Interdisciplinary Approach; *Intermediate Grades; *Learning Activities; Mathematics Education; Problem Solving; *Statistics; Student Projects; Teaching Guides; Teaching Methods

A unit of study that introduces collecting, representing, describing, and interpreting data is presented. Suitable for students in grades 4 through 6, it provides a foundation for further work in statistics and data analysis. The investigations may extend from one to four class sessions and are grouped into three parts: "Introduction to Data Analysis"; "Learning About Landmarks in the Data"; and "A Project in Data Analysis." An overview of the investigation, session activities, dialogue boxes, and teacher notes are included in each investigation. The major goals developed in each part of this guide are: (1) describing the shape of the data; (2) defining the way data will be collected; (3) summarizing what is typical of the data; (4) making quick sketches of the data; (5) inventing ways to compare two sets of data; (6) representing data first through sketches, then through a presentation graph or chart; (7) using the median as a landmark in the data; (8) understanding that the median is only one landmark in the data; and (9) experiencing all the stages of a data analysis investigation. Attached are 10 student sheets. (KR)

Phillips, June K.
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Educational Needs; Educational Strategies; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; *Language Maintenance; *Language Proficiency; *Language Teachers; Second Language Instruction; Teacher Associations
IDENTIFIERS- ERIC Digests

Language teachers recognize that improving their foreign language proficiency is an ongoing process. New ways of evaluating teachers' language skills, and curriculum changes emphasizing performance highlight skill inadequacies. Many teachers have not reached functional language levels, and language skill upgrading is a more relevant issue than skill maintenance. Other teachers have used their skills only or largely in restricted classroom conditions, with limited opportunities to hear native speech. Teachers can participate in formal and informal programs to enhance their proficiency, including study and travel abroad programs and institutes and summer seminars. The concept of academic alliances, in which teachers assume some responsibility for their own pedagogic and linguistic growth, has taken root in many areas. Local groups identify their own needs and arrange opportunities to practice and improve language skills. Research supporting the effectiveness of these learning experiences is limited. Programs with specific missions to upgrade language proficiency are designed to concentrate on improving teachers' abilities in higher-level tasks of narration, explanation, hypothesis, negotiation, and supported opinion. As future programs are developed, assessment of their effectiveness should be included. (MSE)

ED 328 175 HE 024 229

White, Maureen E.
Public Relations State-of-the-Art 2000: A Shift in Perception.
PUB DATE- 17 May 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Career Development; Certification; *Communications; Curriculum; Definitions; Ethics; *Futures (of Society); Global Approach; Higher Education; Intellectual Disciplines; *Interpersonal Communication; Minority Groups; Professional Education; *Public Relations; Sex Role; Social History; Specialization; Technology
IDENTIFIERS- California State University Sacramento

This paper begins by examining various definitions of public relations and reviewing the history of the profession. The paper then identifies critical concerns, issues, and trends that both the public relations practitioner and the public will face in the future. These issues include ethics, community relations, communication theory and research, technology, organizational communication, issues management and crisis management, feminization of the profession, minorities in the profession, international and intercultural globalization, accreditation and/or licensing, education and curriculum, and career development. A concluding commentary notes that public relations can be an effective communication tool to clarify issues and reduce uncertainty through information and interaction on an interpersonal or mass level. Appendices contain a definition of public relations adopted by the Public Relations Society of America and a proposal for a public relations concentration in the communication studies department at California State University at Sacramento. Includes approximately 100 references. (JDD)

ED 328 354 PS 019 397

Every Step Counts. For Parents. How Your Child Develops: Birth-5 Years.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Mar 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Development; *Child Development; Guidelines; *Infants; Parent Materials; *Parent Role; *Preschool Children; Preschool Education; *Symptoms (Individual Disorders); *Toddlers; Toys

This booklet for parents offers examples of key aspects of children's behavior and learning as they develop from birth through the fifth year of age. It provides characteristics of behavior that is likely to occur, of appropriate responses by parents, and of developmental irregularities that need professional attention. Supplemental material includes lists of age-appropriate toys, suggested readings for parents, a list of publications used in developing the booklet, and guidelines on dental health and immunizations. (RH)

Keller, Thomas E.
Maine School Science Safety Guidelines.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- May 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accident Prevention; Biology; Chemistry; *Elementary School Science; Elementary Secondary Education; Facility Inventory; Field Trips; Fire Protection; *Hazardous Materials; Home Economics; Industrial Education; Injuries; Laboratories; Laboratory Experiments; Laboratory Safety; Physical Sciences; Poisoning; *Safety; *Safety Equipment; Science Education; *Secondary School Science; *Waste Disposal
IDENTIFIERS- Maine

A hands-on approach to science is highly desirable because an inquiry approach to science greatly promotes learning. However when students and teachers manipulate glassware, chemical, and other materials, accidents will happen. Because of this, risk management and safety procedures become an important, integral part of the science curriculum. This booklet presents the guidelines to having an effective safety program. Included are the following sections: (1) general safety instruction; (2) fire protection; (3) eye protection; (4) laboratory chemical inventory, disposal, storage, and labeling; (5) facilities; and (6) references. A student safety contract, safety rules for chemistry, biology, and physical science students, an explosives list, general housekeeping rules, and a list of resource personnel are appended. (KR)

ED 328 467 SO 021 016

Duric, Ladislav
Essentials of Educational Psychology.
International Bureau of Education, Paris (France).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 89
NOTE- 166p.; Part of the series, "Educational Sciences."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Creative Development; Creative Thinking; *Developmental Psychology; *Educational Psychology; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Public Schools; School Role; Social Influences; Student Attitudes; *Student Development; Student Experience; *Student School Relationship; Surveys; Tables (Data)
IDENTIFIERS- *Czechoslovakia

Children mature into adults through their own activities and the influence of their social environment. One such social influence, education, is purposeful, planned, and institutionalized. Educational psychology investigates the psychological foundations of this process, particularly in the development of humankind. The publication focuses on such topics as: (1) general problems of psychology in education and upbringing; (2) special issues of educational psychology; (3) psychological issues of teaching and learning; (4) psychological aspects of developing creative thinking among pupils and students; (5) performance and fatigue among pupils and teachers; and (6) the place of psychology in the Czechoslovak education system." A 41-item bibliography is appended. (NL)

ED 328 504 SO 030 369

Paulston, Rolland G.; Tidwell, Monte
Education in Latin America--Comparative.
PUB DATE- Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Educational Research;
  Educational Theories; Elementary Secondary Education; Foreign
  Countries; Literature Reviews; Postsecondary Education
IDENTIFIERS- *Latin America

The different ways in which researchers have conceptualized Latin American education are identified. Written for an encyclopedia of educational research, this entry does not seek to describe and compare education "as it is" in some 28 Latin American republics. Rather it characterizes and compares how Latin American education has appeared to Latin American and other researchers over time. Four qualitatively different ways have been used to characterize Latin American education: (1) functionalist; (2) radical functionalist; (3) interpretive; and (4) radical interpretive. These approaches and the accompanying research are discussed in detail. A 59-item bibliography is included. (DB)

ED 328 114 HE 024 137

Kirshstein, Rita J.; And Others

The Escalating Costs of Higher Education.

Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Nov 90
NOTE- 161p.; For a related document, see HE 024 138.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Economic Factors; Higher Education; Inflation (Economics); Paying for College; Prediction; *Public Policy; *Student Costs; Student Financial Aid; *Trend Analysis; *Tuition

This congressionally mandated study of the escalating cost of higher education focuses on: (1) identifying the cost of obtaining a higher education and determining how that cost has changed from 1976-77 to 1987-88; (2) determining specific causes of such cost changes; (3) forecasting the future cost of obtaining a higher education; (4) evaluating the impact of such cost changes on institutions of higher education, their students, and lower and middle income families; (5) making recommendations on how cost changes can be minimized in the future; and (6) outlining policy options to minimize future cost changes. The report, which used multiple data sources in its analyses, found that college tuitions and other costs of attendance have increased as a share of median family income throughout the 1980s, particularly in the private sector. Costs rose to cover rising expenditures, to make up for shortfalls in other revenue sources, and in response to growing demand for college education. Assumptions about such variables as enrollments, financial aid availability, and economic conditions are used to predict the future course of tuitions. Strategies such as containing costs and increasing revenues from sources other than tuition are explored as ways to reduce future cost increases. Includes approximately 100 references. (JDD)

ED 328 144 HE 024 193

Twenty-Fourth Annual Rank-Order Distribution of Administrative Salaries Paid, 1990-91.
Arkansas Univ., Fayetteville. Office of Institutional Research.
PUB DATE- 31 Dec 90
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Administrators; Colleges; Comparative Analysis; *Compensation (Remuneration); Geographic Regions; Higher Education; Land Grant Universities; National Norms; *Salaries; Surveys; Universities

This report summarizes the results of the annual survey conducted by the University of Arkansas in 146 state-supported universities representing 49 states and 32 university systems. The survey includes 12-month salaries of full-time administrators paid at major state-supported universities in the United States. The salaries are distributed in rank order to facilitate comparisons of a participant's relative standing with other universities. The study includes officers whose responsibilities and functions range from the director of a single office to the university president. The report contains data in three major tables: Table 1 provides the ranking of salaries paid among all participating universities; Table 2 is a series of tables showing the salaries paid among the 146 participants and arranged into the 9 regions defined by the Equal Employment Opportunity Commission (the New York and Boston regions are combined); and Table 3 is a table of salaries paid to the university system officers. University systems are defined as a separate administrative structure for a system of multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. (GLR)

ED 328 191   HE 024 247

Sanpiboon, Choomjai

Orientation Program on Work Authorization for F-1 Thai Students at NYIT.

PUB DATE- 6 Aug 90

NOTE- 211p.; M.S. Thesis, New York Institute of Technology.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- College Students; *Compliance (Legal); *Employment Opportunities; *Federal Regulation; *Foreign Students; Higher Education; Legal Responsibility; Program Development; *Teaching Methods

IDENTIFIERS- New York Institute of Technology; Thailand

To help Thai students at the New York Institute of Technology (NYIT) learn the differences among various kinds of work authorization and how to appropriately apply for each, this project was developed, implemented, and evaluated. Data were collected from observations at the international student office at NYIT, student interviews, and a questionnaire. An instructional analysis was completed, and an instructional program was designed. The program involved lecture, discussion, role-play, structured note-taking, exercises, and oral-questioning techniques. This thesis paper describes the project's needs analysis, literature review, instructional task analysis, learning activity development, implementation of instructional delivery, and both formative and summative evaluation. Appendices contain questionnaires, handouts from the instructional program, and evaluation instruments. (20 references) (JDD)

ED 328 267 IR 053 425

An Evaluation of the IBM PALS Program for the Massachusetts Board of Library Commissioners.

Evaluation Research, Newton Highlands, MA.

SPONS. AGENCY- Massachusetts Board of Library Commissioners, Boston.

PUB DATE- Mar 90

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Computer Assisted Instruction; *Correctional Institutions; Library Role; *Literacy Education; Nontraditional Students; Pilot Projects; Program Evaluation; *Public Libraries

IDENTIFIERS- North Central Correctional Institute MA; *Principle of the Alphabet Literacy System; Springfield City Library MA

This evaluation used ethnographic data collection methods to discover why IBM's PALS (Principle of the Alphabet Literacy System met with different degrees of success at the two Massachusetts pilot sites after 2 years of operation: the North Central Correctional Institute (NCCI) in Gardner, and the Brightwood Branch Library in Springfield. Three profiles are included in this report: (1) PALS itself; (2) the application of PALS at NCCI (including its limitations, outcomes and future directions); and (3) the application of PALS at Brightwood (including its future directions and a profile of its learner-centered Read/Write/Now program). These profiles describe the teaching philosophies of the host organization and interpret the data collected from the program staff and program materials during a one-day visit to each site. Several months after the two site visits, follow-up telephone interviews were conducted to provide updated information about key PALS features. The conclusions discuss the success or lack of success of PALS both within the program context and as a system for teaching adult literacy. Recommendations to IBM for improving PALS and to the Board of Library Commissioners for future funding and evaluation of the pilot programs conclude the report. Appended materials listed in the table of contents are not included in this document. (3 tables) (MAB)

ED 328 282   IR 053 442

Craig, Darlene S.
A Plan To Reduce Library Book Losses.
PUB DATE- Jun 85
NOTE- 63p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Books; Elementary Education; *Learning Resources Centers; *Library Circulation; School Community Relationship; School Libraries; *Stealing; *Student Responsibility; Student School Relationship; *Values Education

The author researched and adapted ways to promote responsibility for library books. The program's aims were to reduce and retrieve lost library books that were reported on the inventory check and to make students, parents, and teachers aware of the problems and the importance of being responsible library users. Introduction to the project was done in three stages. Presentations were made to staff (team) leaders who presented the plan to team members. Intercom announcements were made to the student body. Project intentions were explained to parents via the school newsletters. By the end of the project fewer books were missing than had previously been reported. Students showed an awareness for the importance of being responsible about books through their actions and behavior. This is illustrated by an entire grade level returning all library books before the last day of school. (Appendices include classroom activities, book lists, newsletter information, and figures indicating decreases in book loss.) (Author)

ED 328 385 RC 017 979

Gale, Nancy

Positive Self-Esteem Can Protect Native American Youth. How Can We Help?

Native American Development Corp., Washington, DC.

SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.

PUB DATE- 89

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Adventure Education; American Indians; *Community Programs; Peer Groups; Peer Influence; Prevention; *Self Esteem; *Social Support Groups; *Substance Abuse; Tribes; *Youth Programs

IDENTIFIERS- Girl Scouts of the USA; *Native Americans

Alcohol use is three times greater among Indian youth than among adolescents in general. Research suggests that an adolescent's decisions concerning substance abuse may be tied to self-esteem and to peer associations and activities. This booklet examines three types of programs that have been successful in building positive self-concepts and peer support groups among Native American youth. The Eastern Band of Cherokee (North Carolina) sponsors the Cherokee Challenge program. This program involves 45 adolescents and their families in weekly meetings and monthly outdoor challenge activities that foster self-confidence, problem-solving skills, and group communication and trust. Working with an outreach worker, the Pascua Yaqui tribe in southern Arizona has adapted the national Girl Scout program to its community needs. The national organization provided assistance in getting the local program organized, training for volunteer leadership, program materials, access to camping facilities, and recognition for scouts and leaders through established awards and achievement programs. Window Rock Public High School on the Navajo Reservation (Arizona) has a peer support program for youth struggling with problems of their own or someone else's substance abuse. Groups of about seven students and two trained adult facilitators meet weekly to help students explore their self-identity and cultural identity, build self-worth, and reinforce good choices. Contact information is provided for each program. (SV)

ED 328 400 SE 051 871

Young, John E.
Discarding the Throwaway Society. Worldwatch Paper 101.
Worldwatch Inst., Washington, D.C.
PUB DATE- Jan 91
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- *Opinions/Personal Viewpoints/Position Papers/Essays (120)*
.
DESCRIPTORS- Conservation (Environment); Ecology; Energy; *Environmental Education; Environmental Standards; Hazardous Materials; Natural Resources; Pollution; *Recycling; *Wastes

Today's industrial economies were founded on the use of vast quantities of materials and energy, and the economic health of nations has often been equated with the amount they consumed. The amount of materials that originally enters an economy tells nothing about the material's eventual fate or its contribution to human well-being. It tells a good deal, however, about the damage the economy inflicts upon the environment. The devastation wrought by economic production is closely related to the amount of materials consumed. Discussed in this booklet are the causes of waste problems and attempts of people around the world to find alternative solutions to waste problems. Chapters are: (1) "Materials and the Environment"; (2) "The Mess We Are In"; (3) "Changing Products--and People"; (4) "Pushing the Limits of Recycling"; and (5) "Discarding the Throwaway Society." (KR)

ED 328 160 HE 024 213

Wagaw, Teshome G.
The Development of Higher Education and Social Change: An Ethiopian Experience. African Series 2.
PUB DATE- Aug 90
NOTE- 281p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Activism; Colleges; *Conflict Resolution; Economic Change; Foreign Countries; Higher Education; *Institutional Role; Outreach Programs; Political Issues; *Role of Education; *Social Action; *Social Change; Universities
IDENTIFIERS- *Ethiopia

This book describes the development of institutions of higher education in Ethiopia and the roles they played in the transformation of traditional Ethiopian society. It shows that although other modernizing agencies such as a standing army, parliament, trade unions, and lower institutions of learning may play significant roles in social and economic change, in Ethiopia the institutions of higher learning, and especially their students, contributed significantly to profound revolution. The study also explains that in Ethiopia, higher education institutions were unable to provide viable political organizations to usher in forms of government that would facilitate progress and the quest for freedom from all forms of oppression, want, and persecution. The book is divided into three parts. Part 1 deals with traditional approaches to politics and learning; Part 2 deals with the conception and emergence of modern institutions of higher learning and their interaction with traditional conventions and institutions; and Part 3 covers the postrevolutionary period (since 1974), highlighting the problems confronted, the gains realized, the upheavals precipitated, and the accommodations worked out, or unrealized, between the new political realities and the institutions of higher education.

Contains a glossary, a bibliography of 274 listings, and an index. (GLR)

ED 328 207 HE 024 271

Fisher, James L.
The Board and the President
PUB DATE- Mar 91
NOTE- 163p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; Administrator Role; *Administrator Selection; *Board Administrator Relationship; College Administration; *College Presidents; Colleges; Governance; *Governing Boards; Higher Education; Institutional Administration; Institutional Evaluation; *Leadership; Leadership Qualities; Policy Formation; *Search Committees (Personnel); Trustees; Universities

Written for trustees and college/university presidents, this book examines and discusses the relationship between the governing board and college presidents in higher education. Chapter 1 provides an overview of the college presidency. Chapter 2 presents a review of the research on leadership which demonstrates that the policies and practices of most governing boards are antithetical to effective presidential leadership; Chapter 3 presents the existing systematic research on the effective college president. The next chapter discusses the presidential search, identifies existing problems with the process and proposes a solution. Chapter 5 discusses the institutional evaluation process, emphasizing its importance in presidential selection and helping the president assess current situations. Chapter 6, "Board and Campus Governance" emphasizes the importance of externally conducted reviews of all board policies and practices to ensure that they are compatible with the board's expectations of the president. Chapter 7 examines the presidential evaluation and gives suggestions for suitable methods for seeking faculty and student opinion. Chapter 8 discusses presidential compensation from appointment to departure and other appropriate strategies for improving presidential compensation, and Chapter 9 concludes the book with a discussion of presidential responsibility, and the differences between responsibility, authority, and accountability. Appended are examples of institutional reviews, meeting agendas, compensation studies, and other relevant documents. One hundred-seventeen references are included. (LPT)

ED 328 222   IR 014 818

Kieras, David E.
The Computerized Comprehensibility System. Maintainer's Guide.
  Technical Report No. 33.
Michigan Univ., Ann Arbor. Technical Information Design and Analysis
  Lab.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 12 Sep 90
NOTE- 58p.; Some paragraphs will not reproduce well because of small
  type size and lack of density.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Cognitive Psychology; Computer
  Software; *Expert Systems; *Programing; *Readability; Reading
  Comprehension; Research Reports; Structural Grammar
IDENTIFIERS- *Natural Language Processing

This report is a guide for the maintainer or developer of the computerized comprehensibility system (CCS), a system that uses techniques and results from artificial intelligence and cognitive psychology to critique the comprehensibility of a technical document. The purpose of this report is to allow the qualified programmer to rapidly understand the internal mechanisms of CCS in order to correct, modify, or extend the grammar and criticism rules in CCS. The following sections are included: (1) an overview of CCS; (2) a description of each of the components of the CCS system including the syntax for grammar specification, production rules, a description of lexicon entries, and information about the representations that CCS constructs; (3) a series of maintenance examples in which the parser and semantics module of the system are extended to handle new kinds of structures and new criticism rules added to CCS; and (4) a complete list of the criticisms and comments generated by the current version of CCS. (13 references) (Author/DB)

ED 328 237 IR 014 841

Borchardt, F. T.
The First Twenty Years of the Maryborough & District University Society, 1963-1983. Working Papers in Distance Education, No. 7.
Queensland Univ., St. Lucia (Australia). School of External Studies and Continuing Education
PUB DATE- Mar 83
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Alumni Associations; *Distance Education; Foreign Countries; Higher Education; *History; Institutional Characteristics; *Organizational Development; *Student Organizations
IDENTIFIERS- Australia; *University of Queensland (Australia)

This paper provides a brief history of the Maryborough and District University Society of the University of Queensland, Australia. Highlights of the review include: (1) the establishment of the first distance education, or external studies, centers at Townsville, Rockhampton, and Ipswich in 1949; (2) a resolution taken in 1963 to form a University Society of Maryborough and that its primary aim be the furtherance of tertiary education; (3) membership of the Society in 1964 of 55 graduates and one student; (4) the granting of full voting rights and access to the Executive Committee to students in 1968; (5) substantial upgrading of the center from 1971-1980 through consolidation of the Society and the Students' Association, a move to a larger building, the allocation of additional funds for instructional materials, and increasing use of the center facilities by external students; and (6) the current membership of 65-75 members. Appendices contain a list of former and current office holders, part-time officers, and positions of honor; the constitution of the Maryborough and District University Society; and selected statistics (chiefly library) for 1964-1982. (DB)

ED 328 323 JC 910 114

Einspruch, Eric
Basic Skills Assessment Results of Miami-Dade Community College First-Time-in-College Degree-Seeking Students, Fall Term 1990.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Sep 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aptitude; Basic Skills; Black Students; *College Entrance Examinations; *College Freshmen; Community Colleges; Hispanic Americans; Mathematics Tests; Minimum Competencies; Minority Groups; Multicampus Districts; Reading Tests; Standardized Tests; *Student Placement; Two Year Colleges; *Two Year College Students; Writing Tests
IDENTIFIERS- Miami Dade Community College FL

In September 1990, a study was conducted of the performance on basic skills examinations of first-time-in-college degree-seeking students who entered Miami-Dade Community College (M-DCC) during fall term 1990. The study examined placement results on the Computerized Placement Test (CPT) and the Florida Multiple Assessment Programs and Services test (FL-MAPS) between 1980 and 1990. Study findings included the following: (1) 6,027 first-time-in-college degree-seeking students wrote either the FL-MAPS or the CPT during fall 1990; (2) the failure rate for the reading subtest has remained at approximately 40% since 1985; (3) the percentage of students failing the test of standard English showed a steady decrease from 42.8% in 1983 to 34% in 1989, but increased to 36.7% in fall 1990; (4) the percentage of students failing the elementary algebra subtest remained at approximately 48% between 1987 and 1989, but went up to 52.4% in fall 1990; (5) the percentage of students failing one or more subtests has essentially remained stable over the last 11 years, but jumped slightly to 69.9% in fall 1990; and (6) among White non-Hispanics, 37.5% of the students passed all three subtests (i.e., reading, English, and math) in 1990, compared to 50.2% in 1980, while the pass-all-three rate for Black non-Hispanics increased from 11.2% to 18.4% during this period. A memo outlining placement criteria for academic year 1990-91 is included. (GFW)

ED 328 355 PS 019 401

Brophy, Jere
Disciplinary Views of Corresponding Elementary School Subjects.
Elementary Subjects Center Series No. 27.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Art Education; Educational Objectives; *Educational Policy; *Educational Practices; Elementary Education; *Elementary School Curriculum; Geography Instruction; History Instruction; Instructional Program Divisions; *Intellectual Disciplines; Language Arts; Literature; Mathematics Curriculum; Music Education; Political Science; Problem Solving; Professional Associations; Science Curriculum; Student Characteristics; Thinking Skills; Visual Arts
IDENTIFIERS- Structure of Knowledge

For this study, professors representing eight disciplines--science, mathematics, political science, music, literature, history, geography, and the visual arts--were asked first to review historical trends and current thinking in their disciplines and then to prepare papers about the ways in which the disciplines should be represented in the elementary school curriculum. The professors were also asked to present their own personal recommendations. This document summarizes the eight papers prepared by the professors. The papers revealed that some disciplines have a long history of policy statements about elementary education; others have made statements only recently; and others have not yet addressed the topic. The papers tend to emphasize instruction that will encourage development of interest in the subjects and acquisition of values and dispositions emphasized in the disciplines, rather than formal courses in disciplinary knowledge. Recommended curriculum and instruction practices are similar to those being recommended by educational psychologists and subject-matter curriculum and instruction specialists who are concerned with instruction that emphasizes understanding, thinking, and authentic applications. (RH)

ED 328 371 RC 017 785

Wofford, Kate V., Ed.

Child Development and the Tool Subjects in Rural Areas. Yearbook 1941.

National Education Association, Washington, D.C. Dept. of Rural Education.
PUB DATE- Feb 41
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Basic Skills; Conventional Instruction; Educational Benefits; Educational History; Educational Methods; *Experiential Learning; *Language Skills; Preschool Children; Primary Education; Reading Instruction; *Rural Education; *Small Schools; Teaching Methods; Traditionalism
IDENTIFIERS- Numeracy

This book, published in 1941, is a collection of articles that emphasize the value of teaching the "tool" or basic skills: reading, elementary mathematics, language arts, "and their subdivisions." The book emphasizes the value of using the environment and experiences of rural children in teaching these subjects. Chapter 1 describes the importance of educational basics, as described by contemporary research. Examples of programs and classroom methods are offered. Chapter 2 contrasts the principles justified by modern psychology against some of the guesswork opinions of child development and tool-subject education with examples of application of these principles to learning situations. Chapter 3 focuses on 5-year-old children in small schools, examining the characteristics and the needs of the group and suggests how these needs can be met by small schools. Chapter 4 examines reading in the small school and discusses reading readiness, motivation, early reading activities, drills, and trends in reading instruction. Chapter 5 focuses on teaching language arts in small schools, discussing the advantages of rural children in this area. Also examined are language-arts development, the role of language arts in integrated learning, and language arts in the daily school program. Chapter 6 discusses children's development of understanding of numbers, offering examples of numeracy exercises and drills. The document includes a bibliography of approximately 100 items. (TES)

ED 328 417 SE 051 892

Haney, Richard E.

Back to the Future of Science and Math Education.

PUB DATE- 90
NOTE- 19p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Cincinnati, OH, October 13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Mathematics Curriculum; Mathematics Education; *Program Descriptions; *Program Evaluation; Science Curriculum; Science Education; Science Education History; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- Project 2061; Project Synthesis

Some successful innovations and their underlying rationales that were implemented 50, 60, and 70 years ago could be useful in solving many educational problems. Of major concern are the gap between the actual science and mathematics curricula in most schools and the demands placed on everyday living in the modern world dominated by technology and the gap between the actual science and mathematics program in most schools and the needs, interests and abilities of the particular students in those schools. Current reforms such as Project 2061, Project Synthesis, and the National Science Teachers' Association's project on scope, sequence, and coordination are discussed. Integrating science with other subjects, progressive education, and other historical projects are also examined. Included are examples of innovative programs found in the United States. (KR)

ED 328 485 SO 021 069

Baker, Michael
Tutoring with Incomplete and Uncertain Knowledge. CITE Report No. 38.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- May 88
NOTE- 40p.; Paper presented at the European Seminar on Intelligent Tutoring Systems (Tubingen, West Germany, September 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; Knowledge Level; Learning Processes; *Musical Composition; Music Education; *Programed Tutoring; Teaching Methods
IDENTIFIERS- England

The design of an Intelligent Tutoring System (ITS) in a knowledge domain where expertise is modeled as a set of uncertain and incomplete beliefs that are justifiable and expressible in the form of a critical argument is outlined. Issues concerning knowledge communication in a tutorial interaction are discussed with reference to a cognitive model for perception of musical structures, used in an ITS for structural analysis and interpretation of tonal music. A tutorial dialog planning system is outlined that uses sets of context spaces (Reichman 1986) whose discourse function matches possible tutorial actions. Nine figures and a 62-item bibliography are included. (Author/DB)

ED 328 129 HE 024 174

Rodriguez, Joseph
Proposal To Implement a Penn State Educational Partnership Program in Cooperation with the School District of the City of Erie, Pennsylvania.
Erie City School District, Pa.
PUB DATE- 6 Aug 90
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; *After School Education; *College School Cooperation; Cooperative Programs; Day Camp Programs; *Disadvantaged Youth; Elementary Secondary Education; *Enrichment Activities; Higher Education; High Risk Students; Mentors; Minority Groups; Parent Participation; Summer Programs; Tutoring
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Erie City School District PA; Pennsylvania State University; Pennsylvania State University Behrend Campus

This paper proposes a cooperative program between Pennsylvania State University (PSU) and Erie (Pennsylvania) Public Schools to encourage at-risk secondary school students to stay in school and aspire to a college education. The program involves the staged implementaiton of the following components: (1) an after-school "academy" to provide daily tutoring, socialization, field trips, and speakers; (2) a mentoring program using volunteers from local businesses; (3) a family literacy program; (4) efforts to encourage parental involvement and educational awareness; (5) a summer math/science on-campus program at PSU's Behrend campus; (6) a summer camp program for high-risk middle school students; and (7) inservice and summer programs for teachers. Budget information is included. (DB)

Brazziel, Marian E.

Social Mobility in a National Sample of Young Adult Males: How Young People Get Ahead in America.

PUB DATE- 88

NOTE- 14p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Elementary Secondary Education; Employment Level; Followup Studies; Higher Education; Influences; *Males; *Models; Parent Child Relationship; *Social Mobility; Social Status; *Socioeconomic Status; *Young Adults

This study sought to identify the degree of social mobility across generations and to develop causal models of the sponsors of this mobility. The sample for the study consisted of 7,835 young adult males from the Fourth Follow-Up survey of the National Longitudinal Study. The study analyzed the relationship between mobility and such antecedents as subjects' years of education, fathers' years of education, and class rank. It also analyzed the impact of fathers holding low-status or high-status jobs. An index of mobility was developed by computing the difference between the status rankings of fathers and sons. Analyses indicated considerable mobility in the sample. It is concluded that upward mobility is indeed present in modern American society. However, while there is mobility, sons in the lower reaches will not rise too far and sons in the upper reaches will not fall too far. (JDD)

Wisner, Patricia; Lucas, John A.
Continuing Education Needs Assessment Study of Dietary Technicians. Volume XVIII, No. 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Aug 89
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; *Dietetics; *Dietitians; *Educational Needs; Job Skills; Needs Assessment; Occupational Information; *Professional Continuing Education; *Professional Development; Program Development; Questionnaires; Tables (Data); Two Year Colleges
IDENTIFIERS- *Dietary Technicians; Illinois (Chicago)

In 1990, a survey was conducted by William Rainey Harper College (WRHC) to determine the continuing education needs of dietetic technicians in the Chicago area. The survey was mailed to 844 dietetic technicians, requesting information on their awareness of and interest in WRHC's continuing education offerings in their field. Major findings of the survey, based on a 7.8% response rate, included the following: (1) 62% of the 66 respondents were familiar with WRHC's offerings for dietetic technicians, 49% had participated previously in at least one continuing education offering, and 9% had participated in more than six offerings; (2) 50% of the respondents preferred the scheduling of all-day seminars on Friday, while the preferred time for 2- to 4-hour seminars was Saturday morning; (3) the four continuing education topics that at least 30 respondents stated they would most like to see offered at WRHC were laboratory tests and nutritional implications, geriatric nutrition, weight reduction and diets, and nutritional assessment/screening; (4) 71% of the respondents were employed full-time, 12% were employed part-time, and 17% were unemployed; (5) among employed respondents, 40% worked in hospitals, and 36.5% worked in long-term care facilities; (6) 85% indicated that the Commission on Dietetic Registration and the Dietary Manager's Association should be the sole agencies approving WRHC's dietetic technician courses; and (7) job responsibilities most frequently mentioned by respondents were charting care plans, planning and correcting menus, and managing dietary staff. The survey instrument, cover letter, data tables, and selected narrative responses are included. (JMC)

ED 328 337 PS 018 824

Landers, Cassie

Early Child Development. Innocenti Global Seminar (Florence, Italy, June 12-30, 1989). Summary Report.

United Nations Children's Fund, New York, N.Y.

PUB DATE- Oct 89

NOTE- 54p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) o

DESCRIPTORS- *Child Development; Child Health; *Developing Nations; *Developmental Programs; Early Childhood Education; Economic Factors; Financial Support; Foreign Countries; Infants; Intervention; Mass Media Role; Nutrition; Poverty; *Program Development; *Young Children

IDENTIFIERS- Benin; Colombia; *Early Childhood Development Programs; India; International Surveys; Kenya; Nepal; UNICEF; World Health Organization

The first Innocenti Global Seminar, which was sponsored by the United Nations Children's Fund (UNICEF), investigated the topic of Early Child Development (ECD). This summary report focuses on the three objectives of the seminar, which were to: (1) review critical issues in the field of child development so as to provide a rationale for investing in ECD programs; (2) examine stategies for the design, implementation, and evaluation of ECD activities, and review UNICEF-supported initiatives; and (3) explore issues in program implementation. To meet the first objective, research on prenatal development, and infant capacities and patterns of interaction, was reviewed. Biological, behavioral, and social factors were examined. For the second objective, a five-category model of ECD programs was delineated. Topics included increased program coverage, funding problems, methods of creating political will, the role of media in promoting ECD, program quality control, training of ECD personnel, and monitoring of programs. Successes and constraints of ECD programs in India, Benin, Nepal, Colombia, and Kenya were appraised. Efforts to address the third objective focused on policy implications; programming challenges; and the contributions of UNICEF. References number 57. Appended are the agenda, a list of participants and speakers, lists of resources and reading materials, and related items. (BC)

ED 328 401 SE 051 873

Lee, Ronald R.
The Development and Implementation of a Program To Promote Secondary Level Science Research Education.
PUB DATE- Jul 90
NOTE- 184p.; M.S. Practicum Report, Nova Univesity. Contains some broken type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Faculty Development; High Schools; *Inservice Teacher Education; Pretests Posttests; *Science Education; *Secondary School Science; *Student Participation; Teacher Effectiveness; Teaching Methods; *Teaching Skills; *Workshops

The insufficient educational backgrounds of secondary level science teachers and lack of student involvement in science were addressed by the implementation of a comprehensive science research program. A pretest was employed to measure the weaknesses of the science teachers at the target school. Learning strategies based upon pretest results were implemented to upgrade the skills of the science teachers. Workshops were developed to instruct the teachers in the area of science research. Results indicate a substantial improvement in the background knowledge of the science teachers. Student participation in science at the target school also improved. Included are the purpose, research and solution strategy, methodology, results, and recommendations. The pretest, the analysis of results, and a research handbook are appended. (Author/KR)

ED 328 436 SE 051 912

Dennison, Paul E.; Dennison, Gail E.
Brain Gym. Simple Activities for Whole Brain Learning.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brain Hemisphere Functions; Cognitive Development; Cognitive Processes; Elementary Education; *Elementary School Science; *Kinesthetic Methods; *Learning Activities; *Learning Strategies; Musculoskeletal System; Psychomotor Skills; Science Education; Skill Development; Teaching Methods

This booklet contains simple movements and activities that are used with students in Educational Kinesiology to enhance their experience of whole brain learning. Whole brain learning through movement repatterning and Brain Gym activities enable students to access those parts of the brain previously unavailable to them. These movements of body and energy, gleaned from ancient disciplines such as yoga and acupuncture, have been modified and adapted to the special needs of people learning in our modern, highly technological culture. The chapters include: (1) "Midline Movements"; (2) "Lengthening Activities"; (3) "Energy Exercises"; (4) "Deepening Attitudes"; and (5) "Brain Gym at Work and Play." The activities are cross-referenced for reading skills, writing and math skills, independent learning skills, personal ecology skills, and self awareness skills. (KR)

ED 328 452 SE 051 934

Robinson, Patricia W.

A Study of the Self-Paced Math Lab Approach to Developmental Algebra Compared to the Traditional Lecture Method at Brenau. Learning Theory and Applications.

PUB DATE- May 90
NOTE- 32p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Algebra; Arithmetic; Cognitive Development; College Mathematics; Community Colleges; *Developmental Studies Programs; Higher Education; Individual Characteristics; *Individualized Instruction; *Lecture Method; *Mathematics Achievement; Mathematics Education; *Pacing; Postsecondary Education; Pretests Posttests; *Remedial Mathematics; Teaching Methods
IDENTIFIERS- Brenau College GA

This study was an initial effort at Brenau College (Georgia) to analyze the relative effectiveness of a self-paced math lab approach to developmental pre-college algebra. Students enrolled in 1988-89 were taught under the lecture method; this applied to students needing both developmental arithmetic and developmental algebra. During the subsequent academic year (1989-90) subjects were divided into two groups: (1) students needing both developmental arithmetic and developmental algebra were placed in the math lab format; and (2) students needing only developmental algebra were placed in the lecture format. Three assessments were made. In the third of these, the differences in student performance prepared under the lab format in 1989-90 were compared to the lecture delivery format of 1988-89; the laboratory format produced the significantly higher mean score. This study includes an introduction, background and significance, procedures, results, and discussion, implications, and recommendations. (KR)

Ravitch, Diane
The Changing History-Social Science Curriculum: A Booklet for Parents.
California State Dept. of Education, Sacramento. Curriculum, Instruction, and Assessment Div.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Geography Instruction; History Instruction; *Parent Student Relationship; Social Sciences; Social Studies; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *California

The lack of U.S. students' knowledge of history and geography has been portrayed on television and in the newspapers as a national problem. California's public schools are taking significant steps to ensure that all students have a well developed understanding of their society and the world. This guide for parents answers some of the most commonly asked questions about the 1987 California History-Social Science Framework (for K-12) and suggests concrete ways in which parents can help their children succeed in school. A literature list for parents and children (K-12) is included. (DB)

ED 328 505 SO 030 386

Perspectives on Asia's Futures II. Report of a Seminar under Major Programme I: Reflection on World Problems and Future-Oriented Studies (2nd, Bangkok, Thailand, April 11-14, 1989).

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

PUB DATE- 89

NOTE- 54p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Developing Nations; Foreign Countries; *Futures (of Society); *International Educational Exchange; International Programs; Long Range Planning; Public Policy; *Socialism; World Affairs

IDENTIFIERS- *Asia Pacific Region

Representatives of the socialist countries of the Asia-Pacific region, namely, the Democratic People's Republic of Korea, the Lao People's Democratic Republic, the Mongolian People's Republic, and the Socialist Republic of Viet Nam, met to discuss research studies about perspectives on the future in these countries. (Representatives of the People's Republic of China and of the USSR were also present.) The seminar's goals were: (1) to review the interim drafts of the country studies presented, so that the authors of the studies could revise them in the light of discussion; (2) to deliberate on how socialist countries perceive the future; (3) to identify in terms of past development experience and foreseeable trends an agenda for work in UNESCO's fields of competence--education, culture, science and technology, and communication; and (4) to explore possibilities for promoting networking of individuals and institutions engaged in future-oriented studies. The seminar proceedings include an appendix listing those who participated. (DB)

Curtain, Helena
Foreign Language Learning: An Early Start. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication Skills; *Curriculum Development; Educational Benefits; Educational Objectives; Elementary Education; *Elementary School Curriculum; *FLES; Global Approach; Information Sources; Language Proficiency; Second Language Learning; *Second Language Programs; Skill Development; Teaching Methods
IDENTIFIERS- ERIC Digests

Interest in elementary school foreign language programs has resurfaced in recent years, and the number of programs is increasing. Many states are requiring foreign language study at the elementary level. For a local school or community seeking to implement elementary school language programs, it is important that a rationale be developed to meet the needs and priorities of the area or institution. A rationale should address the benefits of language learning, the choice of languages to be taught, and the type of instruction to be used. A general rationale for teaching foreign languages in the elementary school includes: the advantages of a longer sequence of instruction in terms of higher achievement levels; development in children of a global attitude; enhancement of general cognitive skills; enhancement of communication skills; and personal and career benefits. Research reports and studies, state curriculum guides, and school curriculum guides can all provide useful information on developing a foreign language program rationale. The educational system should provide as expansive a curriculum as possible if education is to prepare children for the complicated world they live in and give them tools to understand new challenges. (MSE)

ED 328 098 FL 019 074

Chapin, Ruth; Terdal, Marjorie

Responding to Our Response: Student Strategies for Responding to Teacher Written Comments.

PUB DATE- *90*
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Faculty; *College Students; *English (Second Language); *Error Correction; Essays; Higher Education; Intensive Language Courses; *Student Attitudes; *Student Reaction; Teacher Student Relationship; Writing Evaluation

A study investigated the responses of students of English as a Second Language (ESL) to teachers' written comments on essay drafts. Subjects were 15 students in intensive college ESL courses. The students wrote essay drafts, which were turned in to teachers for graded comments. The students were then interviewed within three days after receiving the graded final papers. Open-ended interviews focused on the changes students made in successive versions of their essays. Questions elicited an explanation of why each change was made, and how the student decided to make each change. Teacher comments (which could consist of implicit comments, explicit comments, direct corrections, or pointing out an error by underlining, etc). The focus of the comments (content, organization, lexicon, syntax, orthography, punctuation) and student changes (addition, deletion, rearrangement, substitution) were tabulated and analyzed. Results yielded three main conclusions: (1) students did read and use teachers' comments to edit and expand compositions, but did not always understand the need for revision or substantially improve the compositions; (2) teacher comments did not do a good job of intervening in the writing process; and (3) comments often appropriated meaning and the students tolerated the appropriation. (MSE)

Kirshstein, Rita J.; And Others
Trends in Institutional Costs.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Nov 90
NOTE- 125p.; For a related document, see HE 024 137.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attitudes; *Economic Factors; Higher Education; *Inflation (Economics); Paying for College; *Student Costs; Student Financial Aid; *Trend Analysis; *Tuition; Undergraduate Study

This report describes the cost of nonprofit undergraduate collegiate education, how that cost has grown throughout the 1980s, and reasons for increases in college costs. The study analyzed multiple data sources to determine that college tuition growth has outpaced general price inflation since about 1980, but the American public believes that the cost of attending college is much higher than it actually is. Beginning in 1980, the proportion of family income needed to pay tuition increased. Between fall 1980 and fall 1987, the amount of student financial aid provided by all sources increased 7% faster than inflation, and students increased their reliance on loans. Academic expenditures did not increase as rapidly as overall expenditures, while administrative expenditures went up much faster. Between fall 1975 and fall 1985 faculty salaries increased by 87% in real dollars. Differing rates of enrollment growth greatly impacted per-student expenditures. Between 1975 and 1985, tuition and fee revenues made up a larger proportion of overall revenues. Analysis of the 100 most expensive private institutions and a small number of prestigious public institutions found that each type spent, on average, more than twice as much money per student than the average institution in its respective sector. Includes 72 references. (JDD)

ED 328 145 HE 024 197

Olsen, Scott A.

Examining the Relationship between College Core Course Areas and Sophomore Critical Thinking Test Scores.

PUB DATE- 18 Oct 90
NOTE- 52p.; Paper Presented at the American Evaluation Association's Annual Conference (Washington, DC, October 18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; College Curriculum; *College Outcomes Assessment; College Programs; *College Students; *Core Curriculum; *Critical Thinking; Curriculum Evaluation; General Education; Higher Education; Logical Thinking; Required Courses; *Scores; State Universities; *Thinking Skills; Trend Analysis
IDENTIFIERS- American College Testing Program; College Outcome Measures Project; Collegiate Assess Acad Proj Crit Think Test; *Northeast Missouri State University

A study examined the relationship between Collegiate Assessment of Academic Proficiency (CAAP) critical thinking test scores and the extent to which students met core general education course requirements at Northeast Missouri State University (NMSU). Data used in the study were collected in required sophomore examinations as part of an established assessment program at NMSU, using a stratified random assignment design controlling three levels of entering ability as measured by American College Testing (ACT) composite scores. Critical Thinking was the independent variable and the CAAP Critical Thinking Test (CT) developed by ACT was the measure of critical thinking employed. Nine core requirement areas were selected: Communications, Mathematics, Sciences, Philosophy, Literature, Fine Arts, Foreign Languages, History and non-history Social Sciences. Patterns of critical thinking (CT) were investigated within each of these areas using a two-way unbalanced analysis of variance design and orthogonal polynomial contrasts. Significant trends in critical thinking scores were found for communications, science, and literature. In philosophy, a significant philosophy by ACT interaction effect was found. However, it should be noted that the relationships recognized were not necessarily cause and effect since certain content areas are more conducive to the development of critical thinking skills than others. Appended is NMSU's Liberal Arts and Science Core Curriculum. Includes 17 references. (LPT)

NSF's Presidential Young Investigators Program: A Study of the First Two "Classes."
National Science Foundation, Washington, D.C.; Westat, Inc., Rockville, MD.

PUB DATE- Dec 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Ladders; *College Faculty; Engineering; *Federal Programs; Higher Education; Industry; *Participant Characteristics; Private Financial Support; *Program Effectiveness; *Recruitment; Researchers; School Business Relationship; *Scientific Research; Tenure
IDENTIFIERS- National Science Foundation; *Presidential Young Investigators Program

The Presidential Young Investigators (PYI) program of the National Science Foundation (NSF) has the goals of attracting and retaining outstanding young faculty members in science and engineering, improving the research capabilities of academic institutions, promoting research funding from the private sector, and fostering cooperation between academia and industry. This report assesses the program by comparing the progress of 388 members of the first two PYI groups with 204 comparable PYI nominee finalists and 197 NSF grantees of similar backgrounds. The study also surveyed individuals who had contact with PYIs. The study examines how they compared in terms of the scope and pace of their research; career progression; development of linkages to, and funding from, industry; and the balance of teaching and research in their activities. Findings indicate that the PYIs were more likely than the other groups to have gained tenure and full professorships. Greater percentages of PYIs reported changes in the direction, pace, and "riskiness" of their research than did regular Grantees, but so did a comparable percentage of Finalists. The program was successful in securing research funding from industry. Department Chairs and faculty colleagues of PYIs found that the program had a positive impact on research quality, but did not indicate a positive impact on effect on teaching, collaboration among faculty, and attracting students. (JDD)

ED 328 253 IR 053 410

Anderson, Nancy D.; Stenstrom, Patricia F.
Onsite Access to Library Collections by Visiting Scholars.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 89
NOTE- 155p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Access to Information; Higher Education; *Library Circulation; Library Collections; Library Expenditures; *Library Services; *Library Statistics; Library Surveys; Online Searching; Questionnaires; Reference Services; *Research Libraries; *Users (Information)

Documentation supplied in this kit demonstrates how research libraries provide services to visiting scholars as distinguished from other categories of external user. A "visiting scholar" is most often defined as a faculty member affiliated with an institution of higher education but the term may also include independent scholars and persons affiliated with non-profit research institutions. Results of a survey of Association of Research Libraries (ARL) member libraries demonstrate that scholars connected with higher education institutions may have access to all ARL libraries and their in-house collections. Occasionally the library may limit the use to a restricted time period, for example, seven days. Reciprocal (consortial) agreements among libraries allow visiting scholars to borrow material and gain access to collections; it is viewed as both an extension of interlibrary loan and as part of the libraries' responsibility to each others' faculty. In general, the policies which govern in-house use for visiting scholars are much the same as for affiliated scholars; the only apparent difference in policy pertains to circulation policies. Nearly all visiting scholars incur fees for photocopying services, interlibrary borrowing, and online search services. Although short-term access to library collections is almost invariably free, fees are generally charged for long-term access. Included in this kit are a summary of the survey results and materials from more than 40 libraries and related agencies which include definitions of a visiting scholar, library policy statements, and documents supporting specific reciprocal borrowing agreements on the national, regional, and local level. (MAB)

ED 328 283 IR 053 444

Roberts, W.

Reflections on International Bibliographic Standards.

PUB DATE- Sep 89

NOTE- 28p.; Paper presented at the International Symposium on Information Technology: Standards for Bibliographic Control (Bangkok, Thailand, September 4-8, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; Developing Nations; Foreign Countries; Global Approach; Information Networks; *Intercultural Communication; Library Automation; *Library Standards; *Technological Advancement; *Technology Transfer

IDENTIFIERS- International Federation of Library Associations; *Universal Bibliographic Control

This paper raises questions about many bibliographic standards developed over the past 20 years, and challenges librarians to consider how standards might evolve. A brief overview is given of the aims of Universal Bibliographic Control (UBC) and to some assumptions common to much standardization work in recent years inspired by the concept of UBC. Current economic and technological developments influencing library standards are discussed together with their relevance to both industrialized and developing countries. Technical developments include retrospective conversion, online public access catalogs (OPACs) and compact disks (CD-ROMs). It is argued that the technological gap between industrialized and underdeveloped countries is growing, and possible ways of overcoming this are considered, including the strengthening of national information policies, professional training, and automation on an appropriate scale. Suggestions are made as to how the various producers of bibliographic standards should react. Possibilities for specific projects in the area of bibliographic control are listed, and suggestions are made for closer cooperation among national and regional associations of information professionals. It is noted that new developments in bibliographic control can also help the less developed countries to gain access, through their own libraries, to elements of their own cultural heritage contained in libraries abroad. The International Federation of Library Associations and Institutions (IFLA) is in a position to help maintain and develop technical standards, and to mediate between professional information workers from different cultures. (Author/MAB)

ED 328 310 JC 910 099

Lucas, John A.; Normann, R. M.
Feasibility Study for Establishing an Insurance Program for Harper College. *Volume XIX, No. 7.*
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 14 Feb 91
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; College Planning; Community Colleges; Community Surveys; Curriculum Development; *Educational Demand; Education Work Relationship; *Employer Attitudes; Employment Patterns; Feasibility Studies; *Insurance Companies; Needs Assessment; Program Development; Questionnaires; *School Business Relationship; Two Year Colleges; Vocational Education

In 1990, a study was conducted at William Rainey Harper College (WRHC) to determine the feasibility of establishing an insurance program at the college and to assess local employment demand for insurance personnel. The survey instrument and a proposed curriculum for an associate degree program were mailed to 144 area insurance companies and agencies. Responses were received from 44 companies and agencies for a 31% response rate. Non-respondents were assumed to have no interest in the program, and employment demand was therefore calculated solely on the responses received. Major findings of the study included the following: (1) responses indicated that the proposed program could enroll as many as 56 full-time equivalent students per semester; (2) the annual salaries offered to associate degree graduates would be lower ($19,300) than the average for all other career graduates at WRHC ($24,000); (3) for 75% of the students currently employed by insurance companies/agencies, there would be a generous program of tuition reimbursement, with 75% of the firms offering employees full tuition rebates; (4) respondents expressed an interest in the development of a continuing education series of non-credit seminars and workshops; (5) the preferred topic for workshops was "industry issues," though over half of the respondents were also interested in "future trends" and "current events"; and (6) respondents suggested 11 individuals to serve as part-time faculty for the proposed program. Data tables, the survey instrument and cover letter, and the proposed curriculum are included. (JMC)

ED 328 486 SO 021 078

Hornstein, Stephen E.

If the World Is Round and Schools Are Flat, Can We Have Global Education in Schools? Contradictions, Questions, and Paradoxes of Global Education in Schools.

PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Anaheim, California, March 24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Change; Elementary Secondary Education; *Global Approach; *International Studies; *Multicultural Education; Social Studies; Student Educational Objectives; *World Affairs
IDENTIFIERS- *Global Education

A survey of recent literature on global education and observations of actual global education programs reveal that there is a wide gap between how global education is viewed in the abstract and how it is actually practiced. The argument is made that the nature, conduct, and purpose of schools are in conflict with the goals to which global education aspires. Changes in the basic structure of schools are necessary if global education is to truly flourish. A 37-item list of references is included. (DB)

ED 328 161 HE 024 214

Kelly, Gail P., Ed.; Slaughter, Sheila, Ed.
Women's Higher Education in Comparative Perspective.
PUB DATE- 91
NOTE- 359p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Comparative Education; Educational Environment; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; Higher Education; Politics of Education; Postsecondary Education; Power Structure; Social Change; Trend Analysis; *Women Faculty; *Womens Education
IDENTIFIERS- Australia; China; India; Israel; Nigeria; Norway; Peru; Sweden; USSR

This book presents a collection of essays on the effect of national policies and practices on women's access to higher education, the type of courses in which women are enrolled, women's roles as academics, and how the outcomes of higher education affect women in the academic workforce and the economy. Various countries are represented in the discussions: the Soviet Union; the People's Republic of China; Peru; Sweden; the United States; Norway; Israel; Nigeria; India; and Australia. Included in the volume are issues relating to the impact of study abroad, privatization, the fiscal crises of the 1980s, and revolutionary politics on gender-based inequalities in higher education in a range of national settings. Contributing authors and their essays are as follows: "Women and Higher Education: Trends and Perspectives" (Gail P. Kelly, Sheila S. Slaughter); "Women's Education in the USSR: 1950-1985" (Patricia M. Ratliff); "Continuity and Change in Women's Access to Higher Education in the People's Republic of China, 1930-1980" (Grace C. L. Mak); "Women in Higher Education in Africa: Access and Choices" (Eva M. Rathgeber); "Feminist Reflections on the Peruvian University Politics" (Nelly P. Stromquist); "Public and Higher Education Policies Influencing African-American Women" (Beverly Lindsay); "Educational Reforms--Women's Life Patterns: A Swedish Case Study" (Inga Elgqvist-Saltzman); "Public-Private Tendencies within Higher Education in Norway from a Women's Perspective" (Hildur Ve, Nina Fjelde); "Women in Higher Education: Effects of Crises and Change" (Margaret Sutherland); "Women in the Academic Profession: Evolution or Stagnation?" (Marie Eliou); "Women at the Top: Female Full Professors in Higher Education in Israel" (Nina Toren); "The Situation of Women in Research Universities in the United States: Within the Inner Circles of Academic Power" (Kathryn M. Moore, Mary Ann D. Sagaria); "Influences on Women's Entry into Male-Dominated Occupations" (Corinna A. Ethington, John C. Smart, Ernest T. Pascarella); "Access, Equity, and Outcomes: Women Students' Participation in Nigerian Higher Education" (Karen Biraimah); "Study Abroad: A Competitive Edge for Women" (Susan Opper); "Gender, Wages, and the Labour Market for Tertiary Graduates in Australia" (Jan Currie); "Feminist Scholarship and the American Academy" (Gail P. Kelly, Carolyn Korsmeyer); "Feminist Scholarship as a Vocation" (Patricia J. Gumport); "Integrating Women into the Curriculum: Multiple Motives and Mixed Emotions" (Patricia MacCorquodale, Judy Lensink); and "Women's Studies in India" (Suma Chitnis). The book concludes with a bibliography by David H. Kelley which lists approximately 600 published works in four languages on women's higher education world-wide. Includes an index. (GLR)

ED 328 223 IR 014 819

Peterson, George A.
Good Education and Good Entertainment.
National Geographic Society, Washington, DC.
PUB DATE- Oct 90
NOTE- 4p.; For a related paper, see IR 014 820.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Descriptive (Program/Project Descriptions) (141)
  Other/Miscellaneous (Not Classifiable Elsewhere) (999)
  Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Networks; Distance Education; *Educational Quality; *Educational Technology; Elementary Secondary Education; *Instructional Materials; Interaction; Microcomputers; *Multimedia Instruction; Telecommunications; Videodisks
IDENTIFIERS- *National Geographic Society

The National Geographic Society is convinced that educational materials should be as lively, dynamic, and intriguing as the television, music videos, movies, and computer games that have so captured today's generation. To that end, a repertoire of pioneering feats in photography and innovative applications of computers, telecommunications, and multimedia educational tools have been developed for the classroom. For example, GTV, the product of a collaboration between the Society, California State Department of Education, Lucasfilm Ltd., and Apple Computer, is an interactive teaching tool combining videodisc and computer technologies in history and geography. The National Geographic Kids Network is an international telecommunications system designed to teach hands-on science with the help of computer-generated maps, modems, and telephone lines. And the newest addition to the electronic classroom is 'Mammals: A Multimedia Encyclopedia,'' which is made up of clips from documentaries, pictures, and vocalizations, all coordinated by a computer. The National Geographic Society also recognizes that educational quality requires training for teachers, and has established a summer workshop institute for that purpose. (DB)

Kelly, Mavis E.
A Survey of Use and Evaluation of Support Services by External Students, 1983. Working Papers in Distance Education, No. 10.
Queensland Univ., St. Lucia (Australia). School of External Studies and Continuing Education
PUB DATE- Sep 86
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Audiotape Recordings; Demography; *Distance Education; Foreign Countries; Higher Education; *Instructional Materials; Questionnaires; *Student Attitudes; *Student Characteristics; Student Personnel Services; Supplementary Reading Materials; Surveys; Textbooks; User Needs (Information); *Use Studies
IDENTIFIERS- Printed Materials; University of Queensland (Australia)

This report presents the results of a 1983 survey of external (distance education) students' attitudes toward and use of publications and study materials issued by the School of External Studies and Continuing Education at the University of Queensland. The use and evaluation of regional and central support services were also studied. Data from the 397 responses received provided information on the following: (1) student characteristics such as age, sex, grade point average, degree program enrolled in, number of years as a distance education student at Queensland, and regional distribution; (2) reasons for study, choice of distance education study, and subject area; (3) mode of study, i.e., whether students had previous experience as either an on- or off-campus student, and whether they preferred part or full time study; (4) the workload imposed by the subjects students were enrolled in; (5) their use of such introductory materials as the External Studies Handbook, the information booklet "University and You," "How to Study" booklet, and Thatcher Library pamphlet; (6) course materials including course guides and readers, lecture notes, textbooks, and audiotapes; (7) ownership of video- and audiocassette recorders and personal computers; (8) regional contact with officers-in-charge, librarians, study centers, tutorial and study groups, and individual student contact; (9) contact with the St. Lucia campus; (10) use of library services; and (11) attitudes toward assignments and examinations. Data are presented in both narrative and tabular format, and each section includes a summary of the information therein. A list of general student comments concludes the document. (DB)

ED 328 268 IR 053 426

Kuhlthau, Carol C.; And Others

Facilitating Information Seeking through Cognitive Modeling of the Search Process. A Library Studies Research Project.

Rutgers, The State Univ., New Brunswick, NJ. School of Communication, Information, and Library Studies.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Libraries; *Cognitive Measurement; Cognitive Processes; *Emotional Response; Higher Education; Information Needs; *Information Seeking; Learning Resources Centers; *Models; Psychological Studies; Public Libraries; School Libraries; Secondary Education; *Users (Information); User Satisfaction (Information)
IDENTIFIERS- Cognitive Research; *Kuhlthau Model

Prior research on the information-seeking process, conducted by Kuhlthau in the school library setting, led to the identification of a six-stage model of the search process, describing cognitive and affective symptoms commonly experienced by library users. The present study was designed to determine whether that model is generalizable to other types of libraries. Findings indicate that, in general, the model also holds for users in academic and public libraries. The problem addressed is the complex sense-making process of users in an information search over an extended period of time, particularly changes in thoughts and feelings as a search progresses. The work is in the tradition of Belkin's anomalous state of knowledge, Taylor's levels of information need, and Dervin's sense-making. Findings indicate that thoughts about a topic become clearer and more focused as one moves through the search process, seeking more relevant and pertinent information. Feelings accompanying these changes matched those predicted in the Kuhlthau Model with confidence steadily increasing. Uncertainty, confusion, and frustration decreased and feelings of being satisfied, sure, and relieved increased during the search process. However, participants' perceptions of the search task often did not match the cognitive and affective symptoms predicted by the early stages of the model. Activities designed to infuse the findings into practice included the development of an institute for practicing libraries and the design of learning modules for MLS programs. A symposium for scholars actively engaged in this field of research was also planned. (MAB)

ED 328 324 JC 910 115

Belcher, Marcia J.; Patterson, Carol

Who Are Late Registrants and What Will They Do when Faced with a Late Registration Fee?

Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Nov 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Late Registration; Questionnaires; *School Policy; *School Registration; School Surveys; Student Attitudes; *Student Characteristics; Student Motivation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Miami Dade Community College FL

In 1990, the President's Council at Miami-Dade Community College (M-DCC) endorsed changing registration procedures to eventually eliminate late registrants. A study was conducted to determine the number of students who register late, their characteristics and reasons for registering late, and whether late registrants could be expected to change their behavior if the policy permitting late registration were changed. Separate data files were constructed for students who registered during the last week before classes and those who registered on the first day of classes or later. Results were compared to a file of data on all students registered and enrolled at midterm. In addition, a survey was conducted of students standing in line to register or take a basic skills test in 3 days following the first day of classes. Major study findings included the following: (1) of the 50,461 students included in the October 1st enrollment, 19.9% registered in the week prior to the first day of classes, and an additional 12.4% registered after classes began; (2) in general, students who registered late were not pursuing a degree and were more likely to be former students than currently enrolled students; (3) late registrants tended to be part-timers, Black non-Hispanics, older than recent high school graduates, and males; (3) 58% of the late registrants were aware that they were registering after the first day of classes; (4) 26% indicated that they were registering late because they had only decided to attend M-DCC in the last few days, 16% said they had "just put things off until the very end," 17% said they had just arrived in town, and 10% reported financial reasons; and (5) 74.1% of the respondents indicated that they would register before the deadline if faced with a late registration fee, while 79.7% said they would register earlier if faced with a cut-off of registration after the first day of class. The survey instrument is included. (JMC)

ED 328 372 RC 017 786

Dunn, Fannie W., Ed.
Guidance in Rural Schools. Yearbook. February 1942.
National Education Association, Washington, D.C. Dept. of Rural Education.

PUB DATE- Feb 42
NOTE- 119p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Dropouts; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Rural Education; Rural Environment; *Rural Schools; Rural Urban Differences; School Community Programs; *School Counseling; Student Development; Student Evaluation; Student Needs; *Teacher Role

This book is a 1942 compilation of solicited information on rural education trends and guidance programs in the United States. Chapter 1 emphasizes the necessity of good educational guidance for rural children and discusses factors which determine child development, including the rural environment and standards of living. Chapter 2 discusses preschool child development, comparing parenting and guidance problems in urban and rural areas. Rural children's health and education services are described, as are problems relating to educational access. Chapter 3 describes the teacher's guidance role, using anecdotes to describe good teaching and guidance practices. Also discussed is the effective use of children's leisure or play time. Chapter 4 describes ways in which rural educators observe children, make evaluations, and report on their developmental progress. The use and availability of evaluation tools for rural teachers is discussed. Chapter 5 uses anecdotal material to describe some special guidance needs and problems of rural adolescents and youth. Among the topics are problems relating to sex, family problems, and the incidence of school dropouts. Chapter 6 describes several guidance programs dealing with the following issues: the supervisor's role; elementary guidance counseling; curriculum; school-community cooperation; and local resources. Chapter 7 discusses guidance conferences and clinics. Chapter 8 describes various youth-guidance services provided by volunteer agencies. Chapter 9 describes state and federal rural guidance agencies and programs. Chapter 10 concludes with a call for leadership. The document includes a list of 41 references. (TES)

ED 328 386 RC 017 980

Darling, David L.; Sisk, Ensley J.
Answering The "How" Question In Community Development.
PUB DATE- 25 Oct 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Change Agents; Community Action; *Community Change; *Community Development; *Community Involvement; Community Leaders; *Community Planning; *Extension Agents; Extension Education; Social Action
IDENTIFIERS- Strategic Planning

A new county extension agent, having community development responsibilities, will be concerned with identifying projects, organizing for action, identifying key people for the projects, and identifying the resources needed to undertake new initiatives. Three methods of community action planning are discussed step by step. The social action process emphasizes the initiatives made by community citizens that can be legitimized and diffused among the public. The planning process stresses a clear, linear, logical form of rationale. Often planners stop with a written plan, leaving action to be taken by the community. The strategic planning process is the latest development in the community planning. Focusing on key issues and involving all interested citizens, strategic planning addresses questions of "What do we want this community to be like in ten years?" This process is an ongoing process that covers an immediate, intermediate, and longrange planning horizon. The planning process is useful to a new, inexperienced community group focusing on their internal plans. The strategic planning process is useful to guide an experienced group focusing on community economic development. The social action process is the one an agent should always use for a personal guide when involved in any new community development initiatives. (ALL)

ED 328 418 SE 051 893

Great Lakes Education Booklet, 1990-1991.
Michigan State Dept. of Natural Resources, Lansing.
PUB DATE- 90
NOTE- 33p.; This booklet is supplemented by a large wall poster that cannot be microfilmed.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; Elementary Secondary Education; *Environmental Education; Estuaries; Instructional Materials; Interdisciplinary Approach; *Resource Materials; Science Education; *Secondary School Science; Water Pollution; Water Quality; *Water Resources

This booklet integrates science, history, and environmental education to help students acquire a basic understanding of the importance of the Great Lakes located in the United States. The packet also contains a Great Lakes Basin resource map and a sand dune poster. These materials introduce students to a brief history of the lakes, the diversity of freshwater aquatic life, the complexity of the Great Lakes watershed, and environmental concerns. Appended are a listing of Great Lakes educator resources, field trip/educational opportunities, and educational tools for those teachers who may wish to pursue additional Great Lakes environmental educational opportunities. (KR)

Baccalaureate Origins of Doctorate Recipients; A Ranking by Discipline of 4-Year Private Institutions. 6th Edition, 1920-1988 Data.

Franklin and Marshall Coll., Lancaster, PA. Office of Planning and Institutional Research.

PUB DATE- Dec 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Bachelors Degrees; *Doctoral Degrees; Educational Trends; Higher Education; *Intellectual Disciplines; *Private Colleges; Sex Differences; Trend Analysis; *Undergraduate Study

This document summarizes the number of doctoral degrees awarded in the United States between 1920 and 1988 by academic discipline, undergraduate institution, and time period. The data include 925 private, four-year, non-doctoral degree granting institutions. Individual institutional data are included for a maximum of 360 colleges and universities in the discipline rankings. The document also features a section summarizing total doctoral activity by discipline, gender, and time period, across all institutions in the sample. Analysis of the data indicates that the average number of doctorates granted annually to baccalaureate graduates of private, non-doctoral-granting institutions has increased dramatically in recent years. The fields in which the largest numbers of doctoral degrees were granted include Education, the Life Sciences, Chemistry, and Psychology. Degrees earned by women continue to account for an increasing share of all doctorates. Appendices contain an alphabetical listing of the 925 institutions, a list of academic fields, and a list of definitions of academic fields. (JDD)

ED 328 437 SE 051 913

Penick, John E., Ed.; Dunkhase, John A., Ed.
Innovations in College Science Teaching.
Society for College Science Teachers.
PUB DATE- 88
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biology; Chemistry; *College Science; Computer Uses in Education; Demonstration Programs; Ecology; *Environmental Education; *Excellence in Education; Field Trips; Geology; Higher Education; *Innovation; Mentors; Nonmajors; Physical Sciences; Program Descriptions; Science Activities; Science Curriculum; Science Education; Student Projects; Teaching Methods; Video Disks

Fifteen innovative college science programs based on survey results about perceptions of excellence in college science teaching are presented. The goals, program origins, special features of the programs, evaluations, and conclusions are described for each. Discussed are the commonalities among this collection of 15 college science programs and some concerns. Programs include zoo biology, microbiology, biology for majors, biology for non-majors, field experience, anatomy and physiology, chemistry for non-scientists, analytical chemistry, physical sciences, applied geology, science mentors, interactive video, health-science, environmental education, and cooperative education. (KR)

ED 328 469 SO 021 019

American History Guide. Bulletin 1599. Revised 1989.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

PUB DATE- 89
NOTE- 543p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Objectives; Curriculum Development; Elementary Secondary Education; *History Instruction; Learning Activities; Skill Development; Social Studies; State Curriculum Guides; Student Educational Objectives; Teaching Methods; *United States History
IDENTIFIERS- *Louisiana

The State of Louisiana's curriculum guide for the American History course is presented. Subdivided into four to seven units, the six sections of the course are: (1) toward a new nation; (2) conflict and reunion; (3) emergence of modern America; (4) conflict and international power; (5) global change and conflict; and (6) problem and prospects. For each part of the course content outlined, an objective, concepts, generalizations, and activities are listed. The Louisiana Social Studies Program Rationale and Curriculum Goals are included, as are a bibliography and a section on evaluative techniques. A two part appendix contains: (1) skills that are a major responsiblity of social studies; and (2) skills that are a definite, but shared responsibility of social studies. (DB)

ED 328 506 SO 030 464

Carey, George
Publius and the Contemporary Court.
SPONS. AGENCY- Boston Univ., MA. National Center for America's Founding Documents.
PUB DATE- Sep 90
NOTE- 14p.; Paper presented at the Symposium: The Federalist Papers. (Cambridge, MA, September 17, 1990). For a related document, see SO 030 465.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Constitutional History; *Court Role; Courts; *Governmental Structure; Government Role; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Federalist Papers; *Supreme Court; United States Constitution

The proper role and function of the Supreme Court in the United States' system of government has been a matter of great controversy in recent years. "The Federalist Papers," specifically the documents written by "Publius," have much insight to contribute to this debate. In "Federalist #78," Publius makes the case for the power of judicial review, the power to nullify acts of the legislature that are contrary to the provisions of the U.S. Constitution. This is a significant power to rest in the hands of the Supreme Court, yet Publius sees the proper role of judges as quite circumscribed--limited to the enforcement of the constituent will of the people as that will finds expression in the Constitution. Publius's constitutional morality thus distinguished between "judgment" and "will," with will and its decision making according to subjective preferences being the peculiar province of the legislature--a place forbidden to courts. By examining the views of Publius, citizens see that the judicial activism of recent decades rests upon a fundamentally different view of the responsibilities and powers of the nation's institutions, particularly the judiciary. One concern that stands out above all others is whether judicial activism of any variety is compatible with the republicanism bequeathed to the nation by the Founding Fathers. (DB)

ED 328 099 FL 019 075

Ramirez, David; And Others
Efforts to Help Parents of LEP Students Take Many Forms.
PUB DATE- Oct 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Adult Literacy; Elementary Secondary Education; *Family Programs; Federal Programs; Financial Support; *Limited English Speaking; *Literacy Education; Models; *Parent Education; Program Design; Public Policy; School Districts
IDENTIFIERS- California; Even Start; Family English Literacy; Systematic Training for Effective Parenting

Parents of limited-English-proficient (LEP) students often face linguistic and cultural challenges while trying to support their children's education. Parents depend on educators to help them strengthen their abilities in these areas. Language, literacy, and cultural needs may vary widely, and parent education programs should be adapted to this diversity. Three different program types, each different in funding source and organization, serve as models and each is described in this overview: (1) the Title VII Family English Literacy Program (FELP), funded through the federal Office of Bilingual Education and Minority Languages Affairs, which provides instruction for parents and out-of-school youth and focuses on parenting and language development contributing to academic success; (2) the Chapter 1 Even Start Program, which provides family-centered educational services to help parents become full partners in their children's education, assists children in achieving their full potential, and provides parent literacy training; and (3) the Systematic Training for Effective Parenting (STEP) programs for improving family relationships and helping children become responsible and confident. These programs use a commercially available curriculum, are implemented by school districts, and are funded through various sources. The story on Even Start was contributed by David Ramirez; the story on STEP was contributed by Marisol Naso and Evangelina Mirande. All three of these projects respond to California state board of education policy on parent involvement. (MSE)

ED 328 130 HE 024 175

Trenkle, Mari R.

Penn State-Behrend/Diehl Elementary School Adopt-A-School Program.

Pennsylvania State Univ., Erie. Behrend Coll.
PUB DATE- 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clubs; *College School Cooperation; Cooperative Programs; Demonstration Programs; Economically Disadvantaged; Elementary Education; *Enrichment Activities; Higher Education; *Low Income Groups; Tutorial Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Adopt A School; Erie City School District PA; *Pennsylvania State University Behrend Campus

This paper describes a cooperative project between Pennsylvania State University (Behrend College) and an Erie, Pennsylvania, elementary school which attempted to provide academic enrichment for low-income elementary students, faculty, and staff while providing opportunities for community service to Behrend students, faculty, and staff. The project utilizes special activities and personal attention in school-wide activities, an individual tutoring program, and the Behrend Adopt-A-School Program in which student clubs and organizations provide services to specific classes. Project activities have included a "Student of the Week" program, athletic demonstrations, concerts, a pen pal program, a Homework Help Night, field trips, and a Career Week. Two innovative, more structured activities are being implemented in 1990-91. They are systematic weekly tutoring by 45 Behrend students and a more formal Adopt-A-Class program. Evaluation in terms of grades, achievement scores, attendance, and student attitudes is planned. (DB)

ED 328 208 IR 014 692

McKeown, Edward N.
Introducing New Technology: Chasing a Dream.
PUB DATE- Mar 90
NOTE- 9p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Change Strategies; Comparative Analysis; *Computer Assisted Instruction; Cost Effectiveness; *Educational Change; Elementary Secondary Education; Financial Support; Foreign Countries; Inservice Teacher Education; Local Area Networks; Microcomputers; Postsecondary Education; Professional Continuing Education; *Program Implementation
IDENTIFIERS- *Ontario (Toronto)

This report on the implementation of computer technology in Toronto elementary and secondary schools was based on an analysis of current implementation compared to what had been envisioned for the system in 1985. The following impediments to implementation were noted: (1) financial constraints due to a lack of provincial operating funds; (2) hardware demands and the need to update and/or replace computers as they become obsolete in the changing technological market; (3) software--finding and selecting quality programs from the vast quantity available, and then integrating their use into the classroom; (4) a need for inservice teacher education and continuing teacher education to facilitate the use of computers and other innovative technologies; (5) a need for technical support staff who will set up the technology and ensure its continued operation; (6) a need for curriculum support staff who are familiar with new technology and can assist teachers with curriculum development; and (7) political realities, particularly as they pertain to the allocation of resources and equality of opportunity. It is concluded that new materials, new practices, and new beliefs must also be addressed in order to effect educational change. (DB)

ED 328 298 JC 910 087

Flaherty, Toni

Student Characteristics as Compared to the Community Profile, Fall, 1988. Volume XVIII, No. 4.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 15 Nov 89

NOTE- 33p.; For a related document, see ED 234 837.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; College Credits; Community Colleges; Continuing Education; Credit Courses; Enrollment Influences; Noncredit Courses; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of fall 1988 students, compare student and community demographic data, and analyze the percentage of community sub-groups served by the college. A random sample of 500 degree credit students (DCS's) and 300 non-degree credit students (NCS's) were surveyed, representing 3.6% and 3% of the total degree credit and non-credit student populations respectively. Based on responses from 74% of the DCS's and 81% of the NCS's, combined with an analysis of 1980 census data, the study revealed the following: (1) 43% of the DCS's had taken college courses before attending WRHC, and 11% had a bachelor's degree; (2) the average student age was 27 years for DCS's and 39 years for NCS's, slightly higher than in 1986 and 1987; (3) 2.5% of the district population was enrolled as DCS's in fall 1988; (4) 68% of the DCS's and 88% of the NCS's indicated that they were employed full-time; (5) major reported sources of funding for college among the DCS's were the student's own money (48%), parental funds (20%), employer contributions (19%), and spouses (9%); (6) funding sources among NCS's included the student's money (71%), employer contributions (15%), spouses (10%), and parental funds (4%); (7) primary enrollment influences for DCS's were convenience, friends and relatives, ability to enroll in a specific program, low cost, and the desire to broaden their knowledge base; and (8) for NCS's, the primary enrollment influences were availability of specific programs, friends or relatives, convenience, the desire to broaden their knowledge base, and receipt of the semester schedule in the mail. The survey instrument and cover letter are appended. (GFW)

ED 328 356 PS 019 403

Word, Elizabeth R.; and Others

The State of Tennessee's Student/Teacher Achievement Ratio (STAR) Project: Technical Report (1985-1990).

Tennessee State Dept. of Education, Nashville.; Tennessee State Univ., Nashville. Center of Excellence: Basic Skills.

PUB DATE- Nov 90

NOTE- 398p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Classroom Research; *Class Size; Comparative Analysis; Cost Effectiveness; *Educational Practices; Grade 1; Grade 2; Grade 3; Inservice Teacher Education; Kindergarten; Longitudinal Studies; Primary Education; *Public Schools; Socioeconomic Status; State Programs; Tables (Data); *Teacher Aides; Teacher Effectiveness; *Teacher Student Ratio

IDENTIFIERS- *Project STAR; *Tennessee

This report presents results of Tennessee's 4-year longitudinal class size project: Student Teacher Achievement Ratio (STAR). The study analyzes student achievement and development in three class types: small classes with 13-17 students per teacher; regular classes with 22-25 students per teacher, and regular classes with 22-25 students per teacher assisted by a full-time teacher aide. Project STAR followed students from kindergarten through third grade, starting in 1985-1986 and ending in 1988-1989. Sections of this report concern: (1) background and purpose of the study; (2) study design; (3) descriptive data and teacher effectiveness; (4) primary findings; (5) the longitudinal analysis; (6) teacher in-service training; (7) effects of class size on classroom processes; (8) additional findings; (9) the cost-effectiveness of reducing class size or adding aides; and (10) a summary of the study. Numerous tables and figures supplement the text. Appended materials concern related legislation and literature, data processing issues, findings on teacher effectiveness, longitudinal tables across grades, student socioeconomic status, Project STAR Abstracts, and the relation of teacher aides to student performance. Citations number 156. (RH)

ED 328 402 SE 051 874

Penick, John E., Ed.; Meinhard-Pellens, Richard, Ed.
Science/Technology/Society. Focus on Excellence, Volume 1, Number 5.
Iowa Univ., Iowa City. Science Education Center.; National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 84
NOTE- 109p.; For related documents, see SE 051 875-878, ED 243 689-691, ED 281 723-724, and ED 301 408.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Critical Thinking; Cultural Influences; Demonstration Programs; Ecology; *Elementary School Science; Elementary Secondary Education; Energy; *Environmental Education; *Excellence in Education; *Innovation; Interdisciplinary Approach; Marine Education; Mathematics Education; Science Activities; *Science and Society; Science Curriculum; Science Education; *Secondary School Science; Teaching Methods; Technology
IDENTIFIERS- Project Synthesis

This document describes 10 examples of innovative and outstanding science/technology/society (STS) programs. These programs were selected using state criteria and at least four independent reviewers. While Project Synthesis offered a desired state, these examples of excellence provided views of what is already a reality. The goals of an exemplary science program are provided along with the criteria for excellence. The programs described are: (1) "Unified Science Modules"; (2) "Solar Project Class"; (3) "Environmental Science"; (4) "Energy and Us"; (5) "Mankind: A Biological and Social View"; (6) "Wallingford Auditing Technical Team"; (7) "Science/Mathematics/Computer Magnet School"; (8) "Contemporary Issues in Science"; (9) "Earthscope"; and (10) "Marine Environmental Program." Also included are a critique on STS and a paper on teaching STS in secondary school. (KR)

ED 328 453   SE 051 935

Gillis, Lynette; And Others
The Summative Evaluation of the Science Quality Education Project (SQEP). Evaluation and Project Research Report No. 9-1990-91.
Ontario Educational Communications Authority, Toronto.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Assessment; *Educational Media; Educational Technology; *Elementary School Science; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Program Descriptions; Programed Instruction; Science Curriculum; Science Education; Science Teachers; *Secondary School Science; Summative Evaluation; Teaching Methods; *Television; Workshops
IDENTIFIERS- *Ontario; *Science Quality Education Project

The Science Quality Education Project (SQEP) experimented with a model of teacher inservice training referred to as the trainer-of-trainers' model. The project was initiated to promote the use of TVOntario's science programming and television as a teaching tool in science instruction. Using this model, the training was first concentrated on a small group of carefully selected teachers. After completing their own intensive training this "model" group became trainers of their colleagues. The colleagues then trained others with the expectation that the effects of training would continue to ripple throughout the school area. The teachers used a variety of training methods, including informal sharing with colleagues, workshops, and peer coaching. The present evaluation is designed to investigate the value of using this utilization strategy for future projects. The research assessed the success of the SQEP strategy in bringing about change in teaching attitudes and practices. It also examines the factors that contribute to the model's effectiveness as well as areas for improvement. Chapters include: (1) "The Science Quality Education Project"; (2) "The Evaluation Design"; (3) "The Success of the SQEP in Affecting Change"; (4) "The Effectiveness of the Trainer-of-Trainers' Model"; (5) "Factors Affecting Implementation"; and (6) "Conclusions and Recommendations." (KR)

ED 328 487 SO 021 100

Peters, Richard

Cultural Geography and the Social Studies Curriculum. Humans & Environment Learning Program (HELP).

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 90
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Education; Foreign Countries; Foreign Culture; *Geography Instruction; *Global Approach; *Human Geography; *Social Studies; Student Educational Objectives; Teaching Methods

In creating a continuous-integrated-sequential curriculum for grades 5-8, educators must raise and answer a series of questions to guide them in their decision-making. This paper raises and answers questions pertinent to the creation of a curriculum in cultural geography. Among the topics addressed are teaching methods, learning processes, curriculum organization, instruction materials/community resources, essential social science concepts for inclusion, and assessment. An examination of geography, specifically cultural geography is made, including important concepts, student skills, and classroom/field-based, learner activities. A list of 40 selected references is included. (DB)

ED 328 338 PS 019 138

Home Activities for Fours.
Ferguson-Florissant School District, Ferguson, Mo.
PUB DATE- 90
NOTE- 114p.; Product of the Ferguson-Florissant School District (MO) Early Education Program. Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Family Environment; *Home Instruction; *Learning Activities; Parent Participation; Preschool Children; Preschool Education; *School Readiness

These home learning activity guides have been developed for parents to use with their 4-year-old children. Most of the activities require only household items that are often thrown away and can be recycled for learning activities. Some require no materials at all. The guides frequently begin with a discussion of home activities; progress through activities for exploration, listening, and understanding; and end with activities for application and expression. Activities focus on self-awareness; things one can learn at home; the seasons; listening and memory; the senses of taste, touch, and vision; transportation; building; boxes and bags; animals; space; story time; and nature. (RH)

Marmaridou, A. Sophia S.
Cognitive Structures in BBC Financial Reports.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Meeting of the World Congress of Applied Linguistcs sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Discourse Analysis; *Economics; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Metaphors; Motion; *News Writing; Physical Characteristics; Psychological Patterns; *Radio; Semantics; Social Behavior
IDENTIFIERS- *British Broadcasting Corporation

Extracts from financial reports broadcast on two British Broadcasting Corporation (BBC) radio channels are analyzed for cognitive structures that affect the conceptual organization of this discourse type. The approach used for the analysis is based on two assumptions in the relationship of communication and cognition. These are: (1) financial reports must be cognitively structured in terms of image schemas and metaphorical imagery that enable the understanding of abstract financial concepts in terms of direct, physically significant domains of experience; and (2) physical reality as experienced by the human body, together with the cognitive capacity for image schemas, metaphor, etc., shape cognitive processes. In the analysis, linguistic expressions are examined in terms of scene-and-frame semantics. Five major semantic concepts regularly realized linguistically in financial reports (motion, physical state, psychological state, social behavior, and aggression) are analyzed in the discourse in question. It is concluded that two conceptual metaphors appear in financial reports: financial concepts are seen as persons and financial activity is seen as war, i.e., aggression. In addition, talking about financial affairs in these terms affects thinking and action in relation to this domain of experience. Therefore, the study of metaphor can illuminate processes affecting the cognitive structure of discourse. (MSE)

ED 328 116   HE 024 141

Ratcliff, James L.; Jones, Elizabeth A.

General Learning at a Women's College.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Ability; Academic Achievement; Achievement Tests; Cluster Analysis; College Curriculum; College Seniors; College Students; *Core Curriculum; Courses; *Course Selection (Students); Educational Philosophy; *General Education; Higher Education; Interdisciplinary Approach; Learning; *Required Courses; Single Sex Colleges; Student Characteristics; Student Interests; Trend Analysis; Womens Education

IDENTIFIERS- Graduate Record Examinations; Scholastic Aptitude Test

A study was conducted at a women's college to compare contrasting ideas of general education curriculum requirements: the prescribed core curriculum in which all students take the same courses versus the distributive model in which students are required to choose a minimum number of courses within specified academic areas. Graduating seniors were classified on the basis of Scholastic Aptitude Test scores for both Math and Verbal sections as either High/High (N=73) or Low/Low (N=29). College courses students had taken were grouped according to the gains reflected as graduating seniors on nine Graduate Record Examination (GRE) item types to determine which of the competing hypotheses explain student course taking behavior. Findings supported the distributive model. However, they did not support the current use of a wide range of options in distributional general education requirement. Instead findings suggested that discrete arrays of coursework be identified which are more appropriate and productive for different ability levels of students. Includes 21 references. (LPT)

ED 328 146   HE 024 199

Tuckman, Howard; And Others

On Time to the Doctorate. A Study of the Increased Time To Complete Doctorates in Science and Engineering.

National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 90

NOTE- 180p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- Academic Achievement; Decision Making; *Doctoral Programs; *Engineering Education; Graduate Students; *Graduate Study; Higher Education; Literature Reviews; Models; *Science Education; Time Factors (Learning); *Time on Task

The project described in this report was designed to render an in-depth analysis of what has happened to doctorate completion times since 1967, to provide a time-series data base for the period 1967-1986, and to develop a model that explains some of the factors that have caused an elongation to occur. Chapter 1 begins with an examination of how and when time to the doctorate (TTD) has been lengthening, illustrated by the rise in mean total TTD from 1967 to 1986 in each of the 11 fields studied. Chapter 2 reviews five avenues of inquiry in the literature as they relate to TTD and models of student decisionmaking. Chapter 3 introduces a causal model of the determinants of TTD based on an opportunity-cost framework of student decisionmaking. Chapter 4 presents selected data on the zero-order correlations between the independent variables in the model and TTD (and its components). Chapter 5 introduces a statistical model and presents a summary of which regression coefficients are significant (and of their signs) for alternative specification of the model. Chapter 6 presents the regression coefficients for the basic model and several variants using registered time to the doctorate (RTD) as the dependent variable. Finally, chapter 7 discusses the findings in this study, their implications, and research questions that warrant further study. Contains an appendix and selected bibliography. (GLR)

ED 328 193 HE 024 254

To Hold in Trust.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrative Organization; *Board Administrator Relationship; *Catholic Schools; *Church Related Colleges; College Administration; *College Governing Councils; Governance; Higher Education; Private Colleges; *Private Financial Support; Theological Education; *Trustees; Universities
IDENTIFIERS- Sponsors

This journal issue explores trusteeship and the role of trustees in governance of Catholic universities. It includes papers with the following titles and authors: "Trustees and Sponsors of Catholic Higher Education: What Should They Be Talking about Together?" (Thomas J. Savage); "Changes in Governance of Catholic Colleges and Universities: Some Practical Observations" (Melanie DiPietro); "The Relationship between Trustees and Sponsoring Religious Congregations" (Richard V. Warner); "Reflections of a Lay Trustee" (Margaret M. Healy); "The Role of the Young Trustee" (Nancy M. Haegel); "Sponsors and Directors: An Important Conversation" (Robert E. Gibbons); "Sponsorship" (Theodore Drahmann); and "The Relationship between an Institution's Trustees and Its Sponsoring Religious Community" (Isabelle Keiss). The final paper, "Apostolic Constitution of the Supreme Pontiff" (John Paul II), outlines the identity and mission of a Catholic university, its mission of service, general norms, and transitional norms. An appendix contains an author index for "Current Issues in Catholic Higher Education" from volume 6, number 2 to volume 11, number 1. (JDD)

ED 328 254 IR 053 411

Wittenbach, Stefanie A.
Automated Authority Control in ARL Libraries. SPEC Kit #156.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 89
NOTE- 125p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Bibliographic Utilities; *Cataloging; Higher Education; Library Automation; Library Surveys; *Library Technical Processes; Occupational Information; *Online Systems; Questionnaires; Research Libraries; *Subject Index Terms
IDENTIFIERS- Authority Control (Information)

This kit reports on a survey which focused on the methods by which libraries practice online authority control to ensure that names, subjects, and uniform titles are consistently applied and maintained in bibliographic records. Questionnaires were sent to 32 selected member libraries of the Association of Research Libraries (ARL) to determine the extent to which they used automated authority control; 30 responses were received. The majority of these libraries reported that they practice both pre- and post-cataloging authority control, and the method of control that is used is largely dependent on the type of bibliographic record which is examined. Authority control procedures are usually not delegated by a person whose primary responsibility they are, but rather by a committee or a catalog maintenance unit. In addition to the questionnaire and a summary of the survey results, this kit contains: (1) job descriptions and organization charts from the universities of California at Los Angeles, Notre Dame, New Mexico, Iowa State, and Kansas, and also from Vanderbilt University and the National Library of Canada; (2) procedural documents from the universities of California at Berkeley, Iowa, Rochester, Kansas, New Mexico, and Utah, and also from Rice University and Washington University; (3) authority workforms from the universities of Kansas and New Mexico, the National Library of Canada, and Harvard College; and (4) systems reports from the universities of Cincinnati and Kansas and from Vanderbilt University. A list of eight selected readings is included. (MAB)

ED 328 284 IR 053 445

Curry, Elizabeth, Ed.
The Role of Information in the Economy of the Southeast.
Southeastern Library Association, Tucker, Ga.
SPONS. AGENCY- North Carolina State Library, Raleigh.; OCLC Online Computer Library Center, Inc., Dublin, Ohio.; Southeastern Library Network, Inc., Atlanta, Ga.
PUB DATE- 90
NOTE- 85p.; Papers presented at an Invitational Conference on the Role of Information in the Economic Development of the Southeast (Raleigh, NC, February 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; *Economic Factors; Futures (of Society); Geographic Regions; Information Dissemination; *Information Needs; *Information Services; Information Technology; Regional Characteristics; Rural Economics
IDENTIFIERS- *United States (Southeast)

This special issue presents 15 papers presented at an invitational conference on the role of information in the economic development of the southeastern region of the United States: (1) "Three Days in February: A Summary Report on the Role of Information in the Economy of the Southeast Conference" (Joel Sigmon); (2) "Impressions of the Conference on the Role of Information in the Economy of the Southeast" (Ron Steensland); (3) "Notes on Expanding the Ideas from the Conference on Information and the Economy of the Southeast" (David L. Kallenborn); (4) "Reflections from a Participant" (Jeff S. Thompson); (5) "Keynote Speech" (David Osborne); (6) "The Future of Economic Development in the Region" (Jesse L. White, Jr.); (7) "The Economy of the Rural Southeast" (Rick Carlisle); (8) "The Economy of the Urban South" (Roy Bahl and David Sjoquist); (9) "Visualization and Information: Computer Images" (Earl R. Mac Cormac); (10) "Information and the Development of Rural North Carolina" (Howard McGinn); (11) "Meeting AT&T's Needs for Information" (W. David Penniman); (12) "Overcoming Political and Financial Barriers" (Barratt Wilkins); (13) "Implementing Change in the Development of an Information Infrastructure" (Ralph Russell); (14) "Raising Anchor, Casting Off: Information Technology and Economics in the Southeast" (Jerry Campbell); and (15) "Closing Remarks: An Overview of the Conference and a Look to the Future" (Edward Holley). (MAB)

ED 328 311 JC 910 100

Databook and Annual Report: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jan 91
NOTE- 151p.; For the 1990 report, see ED 315 136.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Academic Achievement; Annual Reports; *Community Colleges; Degrees (Academic); Demography; Educational Certificates; Educational Facilities; *Educational Finance; Educational Trends; Enrollment; *Enrollment Trends; Expenditures; Governing Boards; Income; *Institutional Characteristics; School Personnel; State Surveys; Student Financial Aid; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information about the current status and future direction of Maryland's community college system, this report offers a summary and overview of all aspects of community college functions in the state. Section I provides a general overview of higher education in Maryland, presenting the structure of higher education in the state, an organizational chart of the state board for community colleges, total undergraduate credit enrollments for fall 1988 and 1989 by county, and total undergraduate credit enrollments by type of institution for fall 1986 through fall 1990. Section II focuses on fall 1990 enrollments, examining credit enrollment by transfer and occupational program area, credit enrollment by student status, enrollment by race, credit enrollment trends from fall 1986 through fall 1990, state-funded full-time equivalent (FTE) enrollments for fiscal years 1986 to 1990, and registrations in state-funded continuing education courses. Section III offers information on student financial assistance, summarizing the number of awards, total funds, and average awards. Section IV focuses on degrees and certificates awarded in fiscal years 1986 to 1990, while section V looks at revenues and expenditures, including expenditure trends for fiscal years 1987 to 1991, current unrestricted revenues, sources of support, and net cost per FTE student for fiscal years 1986 to 1991. Section VI presents data on the salaries and characteristics of college administrators and instructional personnel; secton VII presents information on the physical facilities of the colleges. Finally, section VIII presents performance profiles for career and transfer credit students, including employer evaluations of programs, and data on student pass rates for licensing exams. Extensive data tables and graphs are included. (JMC)

ED 328 419 SE 051 894

Edgerton, Richard T.

Survey Feedback from Secondary School Teachers that are Finishing their First Year Teaching from an Integrated Mathematics Curriculum.

PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Integrated Curriculum; *Interdisciplinary Approach; *Mathematics Curriculum; Mathematics Education; Program Evaluation; Questionnaires; Secondary Education; *Secondary School Mathematics; Teacher Attitudes

This paper describes the adoption of an integrated mathematics curriculum for secondary school students. The decision to adopt this type of curriculum was based upon a one-year review of available curricula and involved many of the teachers that would be impacted, all secondary school mathematics department heads, and the district school board. As a way of determining the problems, issues, and indicators of success of the integrated mathematics adoption, the district surveyed the Integrated Mathematics I teachers near the end of the first year of the adoption. A majority of the teachers (83%) preferred to continue with the integrated program instead of returning to the traditional algebra, geometry, algebra/trigonometry sequence. The results and summary of that survey are included. Appended are a copy of the questionnaire and the numerical results. (KR)

ED 328 438 SE 051 914

Wong, Philip Siew Koon

Students' Metacognition in Mathematical Problem Solving.

PUB DATE- 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (November 28-December 2, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; Comprehension; *Foreign Countries; Learning Processes; Mathematics Education; Memory; *Metacognition; *Problem Solving; Questionnaires; Secondary Education; *Secondary School Mathematics; Self Evaluation (Individuals); *Thinking Skills
IDENTIFIERS- *Singapore

The purpose of this study was to determine whether students from different academic settings differ in their usage of metacognitive strategies in mathematical problem solving, and if they do, what the differences are. A questionnaire was administered to students at various levels from academic tracks and academic streams requiring them to self-report on: (1) their metacognitive beliefs; (2) their usage of metacognitive strategies in mental tasks involving memory, problem solving, and comprehension; and (3) their attitudes towards the learning of various academic subjects. Twenty items from the questionnaire were categorized according to orientation, organization, execution, verification, and beliefs. Within each category, the frequency of usage of these metacognitive strategies as reported by students were averaged, analyzed, and interpreted. An introduction, objectives, method, results, discussion, and research implications are included. The means of items by stream and level are appended. (KR)

ED 328 470 SO 021 022

Gromada, Thaddeus V.
The New Jersey Governor's Commission on Eastern European and Captive Nation History Report.
New Jersey Governor's Office, Trenton.
PUB DATE- Jul 89
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Area Studies; Curriculum Development; *Curriculum Evaluation; *European History; Foreign Countries; Foreign Culture; *History Instruction; Intermediate Grades; Public Schools; Secondary Education; Social Studies; State Standards; *State Surveys; Textbook Content; *Textbook Evaluation; World History
IDENTIFIERS- *Europe (East); *New Jersey

This document is the report of a commission appointed by the Governor of New Jersey to examine the status of Eastern European studies in the state's public schools. The commission surveyed the state's secondary schools and found that the Eastern European region outside of Russia was given very little attention. As its main focus, the commission appraised and evaluated 17 textbooks as to their treatment of Eastern Europe. From its analysis, the commission concluded that inadequate and inaccurate coverage was given to the history and culture of Eastern Europe. The commission made 12 recommendations based on its evaluation, including the creation of state guidelines emphasizing the importance of the Eastern European region, making grants available for the development of curriculum materials and other educational resources, and providing teacher training to give sufficient attention to the history and culture of Eastern Europe. The appendixes include a list of the textbooks examined and the survey instrument. (DA)

ED 328 178 HE 024 232

Hall, James W.

Access through Innovation: New Colleges for New Students. Continuing Higher Education Series.

PUB DATE- 91

NOTE- 179p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Access to Education; Adult Education; College Faculty; *Continuing Education; Educational Change; *Educational Environment; Educational Finance; *Educational History; *Educational Innovation; Environmental Influences; Experiential Learning; External Degree Programs; *Futures (of Society); Higher Education; Leadership; Liberal Arts; Multicultural Education; Social Influences; Technology; Undergraduate Study

This examination of innovation and invention in higher education presents the thesis that, contrary to public perceptions about the university and internal attempts at separation and purification, higher education has, from its earliest days, repeatedly introduced far-reaching innovations, responsive to the economic, social, and political needs of an expanding nation. The book's focus is largely on undergraduate, for-credit education. Part 1 examines the American environment for collegial innovation and provides an historic perspective, showing how social and environmental values have actually stimulated both process and product. In Part 2 the emergence in recent years of a number of highly innovative institutions or programmatic approaches is considered. The impact of six complex areas of innovation is measured, including new approaches in the liberal arts curriculum, access for new students, innovation and multiculturalism, adult continuing higher education, external degrees, and experiential degrees. Part 3 projects possible paths and opportunities for innovation in higher education's future and offers some practical examples and suggestions for educational leadership. It addresses the electronic university, changing college faculty roles, institutionalizing change, financing innovation, and innovative leadership. (JDD)

ED 328 224 IR 014 820

Peterson, George A.
Schools and National Telecommunications Policy.
National Geographic Society, Washington, DC.
PUB DATE- Oct 90
NOTE- 6p.; For a related paper, see IR 014 819.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Networks; Distance Education; *Educational Quality; *Educational Technology; Elementary Secondary Education; Equal Education; Information Technology; Interaction; Teacher Student Relationship; Technological Advancement; *Telecommunications
IDENTIFIERS- *National Geographic Society

The National Geographic Society believes that schools are the last major institutions in the United States to adopt new information technologies because of fear of change, fear of technology, and narrowly focused public policies. The results of this failure to modernize schools has been to graduate workers who can't meet minimum job requirements and to attempt to maintain a democracy without a properly informed citizenry. New telecommunications policy must be crafted that assures equal access for all children to educational technologies. New teaching practices must emphasize interaction between students and teachers. The National Geographic Society has a tradition of harnessing technology in the service of the community and linking technology and teaching in innovative ways. Distance education networks such as the National Geographic Kids Network is one of several educational networks that facilitate the exchange of information and advance the use of technology in educational systems. (DB)

ED 328 269 IR 053 427

Johnson, Debra Wilcox; Edmonds, M. Leslie

Family Literacy Library Programs: Models of Service.

Iowa State Library, Des Moines.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Literacy; Adult Reading Programs; *Family Environment; *Family Programs; Family School Relationship; *Library Services; *Literacy Education; Models
IDENTIFIERS- Family Literacy

This manual introduces the topic of family literacy programs in libraries and provides guidelines for libraries that are just getting started in family literacy programs as well as libraries that are further developing their existing programs. It is argued that illiteracy tends to be both intergenerational and cyclic, i.e., if a child's parents are illiterate, then it is more than likely that the child will also be educationally disadvantaged. For this reason, the program focuses its efforts upon family-oriented literacy programs. This manual covers five major topics: (1) the need for family literacy programs and literacy efforts in public libraries; (2) service models, including a continuum of involvement; (3) family literacy activities, which include children's literature and parenting skills services; (4) planning, funding, determining objectives and strategies for, and evaluating family literacy programs; and (5) issues related to family literacy programs such as the recruitment and retention of program participants. A 23-item bibliography and a list of 14 references useful in building a home library are appended. (MAB)

ED 328 339 PS 019 160

Bredekamp, Sue

Preparation and Professional Development Programs for Early Childhood Educators: Adequacy of the Knowledge Base.

PUB DATE- Nov 90

NOTE- 11p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Caregivers; *Course Content; *Early Childhood Education; Elementary School Teachers; Inservice Teacher Education; Postsecondary Education; Preschool Teachers; Preservice Teacher Education; *Professional Development; Research Needs; Teacher Certification; *Teacher Education; *Teacher Effectiveness; Teacher Qualifications

IDENTIFIERS- CDA; Child Development Associate; *National Association Educ of Young Children; Teacher Education Programs (Five Year)

There is a consensus among professionals about the content of programs that prepare educators for the early childhood level, and particularly about a core knowledge base. However, there is little consensus on the minimum levels of hours and credits needed to adequately prepare early childhood educators, and on the professional roles and responsibilities to be assumed at the various levels. Research indicates that formal education and specialized preparation for educators result in improved quality of care for children. However, the number of teachers with such training is insufficient to staff all classrooms. There appear to be emerging needs for training that the field is not prepared to handle. As for model practices of educational training, baccalaureate programs are erratic because of their reliance on state certification standards. In-service training has become a substitute for adequate pre-service training. There is a weak relationship between in-service training and improved teacher behavior. Steps must be taken to provide improved training programs, but early childhood educators must clarify their long-term goals before these steps will enhance progress. Appended are a table that offers a comparison of teacher preparation guidelines and a figure that concerns early childhood professional knowledge at various levels of professional preparation. (BC)

ED 328 387 RC 017 982

Redirection for the 1990s. A Working Agenda for Analyzing and Resolving Key Rural Development Issues and Trends for the Twelve States and the District of Columbia Northeast Region.
Northeast Regional Center for Rural Development, University Park, PA.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Extension Education; *Land Grant Universities; Land Use; Natural Resources; Policy Formation; Regional Cooperation; Research Coordinating Units; *Research Needs; Research Opportunities; *Rural Areas; *Rural Development; Rural Economics; *Rural Extension; Socioeconomic Influences; Urbanization
IDENTIFIERS- *United States (Northeast)

Using a pamphlet format, the Ad Hoc Rural Development Committee of the Northeast Regional Center for Rural Development formulated a working agenda that addresses the challenges and opportunities of rural development research and extension programming. The agenda establishes the need for emphasizing rural development in the Northeast, and presents four issues: (1) constructively using the natural environment in an urbanizing region; (2) enhancing rural economic productivity and adaptability; (3) enhancing institutions that contribute to the well-being of individuals, families, and communities; and (4) enhancing policy leadership, management capacity, and strategic planning to support rural community viability. The land-grant university cooperative extension system should continue to deliver educational programs that address the needs of rural residents, but should consider: (1) establishing interdisciplinary teams created to fit the nature of the particular problem it seeks to resolve; (2) coordinating efforts in rural development with various organizations within and outside a single state's land-grant university; and (3) strengthening its leadership role in rural development. The pamphlet contains a table listing the metro and nonmetro populations for each of the states in the Northeast and the change in population between 1980 and 1990. (KS)

ED 328 488   SO 021 101

Peters, Richard

Social Studies Education: An Interpretive History of Discovery, Change, Innovation, and Trends. Humans & Environment Learning Program (HELP).

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Jun 90

NOTE- 66p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Development; Educational Change; *Educational History; Educational Objectives; Elementary Secondary Education; *Social Studies; Student Educational Objectives

Since the 1960s, social studies education in public schools has undergone a series of fluctuations. The 1960s and 1970s were periods of great reform and experimentation; much attention was given to how to teach and the content of process, yet there was insufficient concern for the goals of student learning. The 1980s saw a reaction to these earlier trends: emphasis was placed on "excellence" and "basics" and student skill development, yet not much attention was paid to how these goals might be achieved. This paper documents these fluctuations in social studies education, and also discusses the consensus of social studies educators as the 1990s begin. Today educators believe that social studies must teach students how to live and function in an increasingly global community. A number of sample lessons for elementary and middle school students, based on this emphasis on global education, is included. A list of 58 selected references is also included. (DB)

ED 328 100 FL 019 076

Mitchell, Stephanie
Spanish Partial Immersion Program. 1989-90 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 90
NOTE- 49p.; For the 1987-1988 report, see ED 300 435.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Cultural Awareness; *Immersion Programs; Primary Education; Program Effectiveness; *Program Evaluation; Questionnaires; Second Language Programs; *Spanish
IDENTIFIERS- Content Area Teaching; *Portland School District OR

The Ainsworth School Spanish Partial Immersion Program (Portland, Oregon) was established in 1987 to provide an elementary foreign language magnet program to children in the district. The program's major goals are bilingual proficiency and increased understanding of the second language culture. During 1989-1990, the program enrolled 205 students in kindergarten through grade 3. Students were taught mathematics, social studies, and some language arts in Spanish for half the day and were taught reading, language arts, and science in English during the other half. Participating students made normal progress in achieving district curricular objectives and in developing skills in understanding, speaking, reading, and writing Spanish. Student achievement exceeded the district average in reading, mathematics, and language usage by grade 3. The initial lag in first language skills was short-lived. The program appears to have stimulated basic skills development, especially in mathematics. Parent interviews suggest that the program sustained parent involvement. Program continuation and expansion are recommended, with six specific additional recommendations for curriculum refinement, student monitoring, improved Spanish language objectives and assessment, maintaining student diversity, and participant tracking. A sample class curriculum schedule, parent questionnaire, and summary of parent questionnaire responses are appended. (MSE)

ED 328 131 HE 024 176

Diessner, Rhett
The Mastery in Learning Project at Orchards Elementary School with
the Consultancy of Lewis-Clark State College, Lewiston, Idaho.
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- 90
NOTE- 42p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-175. Additional support was received from Lewiston School District, Lewis-Clark State College, Idaho Education Association, and the Lewiston Education Association.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College School Cooperation; Consultation Programs; *Cooperation; Curriculum Development; Demonstration Programs; *Educational Change; Elementary Education; Mastery Learning; *Participative Decision Making; Personal Autonomy; School Community Relationship; Student Participation; *Teacher Administrator Relationship; *Teacher Student Relationship
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Lewis Clark State College ID; Lewiston Independent School District ID

This report describes activities from 1986 through 1990 of the Mastery in Learning Project, which focused on "restructuring the school" and "sharing decision making" at one elementary school in Lewiston, Idaho. Based on need surveys of various constituents of school life (administrators, students, teachers, and parents), a faculty-led movement within the school formed four guidance committees: a Teacher-to-Teacher Committee, a Teacher-to-Administrator Committee, a Teacher-to-Student Committee, and a Teacher-to-Community/Parents Committee. A fifth committee, the Steering Committee had representation from the other four committees and the building principal. From an initial focus on faculty autonomy in shared decision making with administrators, the faculty moved towards democracy and shared decision making within their classrooms, involving students in curriculum decisions, playground arbitration, and other aspects of their school lives. Appendixes include a school statement on shared decision making, a survey for curriculum input, and a faculty inventory and its results. Contains 15 references. (Author/DB)

ED 328 162 HE 024 215

Cardozier, V. R.
Should Every Professor Be a Researcher? Higher Education Series. Topical Paper 9101.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Practices; *Faculty College Relationship; *Faculty Publishing; *Full Time Faculty; Higher Education; *Policy Formation; *Publish or Perish Issue; *Research; Writing for Publication
IDENTIFIERS- University of Texas Permian Basin

The paper argues that a gap exists between institutional policy and practice as it pertains to the relative emphasis placed on teaching and research by university and college professors, and that the teaching-research debate will not be settled until administrators and trustees bring official policies and operating practice into line. Evidence is presented from national surveys showing that many, perhaps most, higher institution faculty do little or no research and publication. Faculty frustration is fostered when they accept the conventional view that all faculty are supposed to be scholars and publishers, but they know they are not. In view of the evidence, it should be possible to persuade institutions of higher education that they can improve teaching performance while simultaneously relieving the feelings of guilt and frustration experienced by many faculty because of the pressure to conduct research and to publish, by establishing policies that recognize that some faculty are productive researchers and some are not. Information is provided about how such a policy would be designed and implemented, with particular attention to the model offered by the land-grant universities and a specific example of such a policy in action, namely, the policy developed by the University of Texas of the Permian Basin, is presented. Finally, a brief analysis summarizes the reasons why universities should implement such policy changes regarding teaching and research requirements. Contains 7 references. (GLR)

ED 328 209 IR 014 695

Page, Marilyn
Microphones and Educational Media.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Acoustics; *Audio Equipment; Audiotape Recordings;
*Microphones; Noise (Sound); Production Techniques

This paper describes the types of microphones that are available for use in media production. Definitions of 16 words and phrases used to describe microphones are followed by detailed descriptions of the two kinds of microphones as classified by mode of operation, i.e., velocity, or ribbon microphones, and pressure operated microphones, which include crystal, moving coil, carbon granule, and capacitor microphones. It is noted that microphones are also classified according to the way they respond to sounds emanating from different directions: the omnidirectional microphone picks up sounds from all directions, whereas uni-directional microphones are sensitive to sounds from directly in front of the microphone. The latter include cardioid, supercardioid, and hypercardioid microphones. Specialty microphones are also mentioned: the parabolic reflector, lavalier, machine gun, tie-clip, zoom, and pressure zone microphones. A description of a conference microphone--i.e., one that maximizes the clarity of speech around a table--concludes the paper. (DB)

ED 328 239 IR 014 846

Williams, Sylvia J.; Sharma, Pramod C.

Distance Language Learning: A Survey of Students Enrolled in Language Courses at a Distance in Australian Higher Education Institutions in 1985. Working Papers in Distance Education, No. 12.

Queensland Univ., St. Lucia (Australia). School of External Studies and Continuing Education
PUB DATE- Apr 88
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Continuing Education; *Distance Education; Foreign Countries; Higher Education; *Second Language Instruction; *Student Attitudes; Student Characteristics; Surveys; Tables (Data); Universities
IDENTIFIERS- *Australia

A survey was conducted through the School of External Studies and Continuing Education at the University of Queensland in 1985 to ascertain the extent of foreign language teaching at a distance in Australian higher education institutions, and to seek information on a wide range of services and facilities provided to students. Of the 868 students surveyed, 358 (41%) responded to questions presented under the headings of General Information, Student Characteristics, Course Information, Seminar/Tutorial Attendance, Library Facilities, Study Centers, Assignments, Method of Assessment, Teaching, Objectives, and Assessment of Courses and Comments. Students were invited to comment on any aspect of their courses and to express their opinion on the efficacy of teaching languages at a distance. Data on programs in 14 languages at six universities and the students enrolled in them are presented in 27 tables with a minimum of interpretative comment. (DB)

ED 328 325 JC 910 116

Shaffer, Richard A.
Employer Needs Assessment.
Cuesta Coll., San Luis Obispo, Calif.
PUB DATE- Jun 90
NOTE- 80p.; Conducted for the development of the Educational and Facilities Master Plan.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employer Attitudes; *Employment Projections; Job Training; Labor Force Development; Needs Assessment; *On the Job Training; *Personnel Needs; Questionnaires; School Business Relationship; Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- California (San Luis Obispo)

In 1990, Cuesta College (CC) conducted a needs assessment of local employers to determine the type of work done by their employees, number of employees, hiring plans, the current level of employee training, and training needs. The mailed survey had 266 usable responses for a 40.9% return rate. Study findings included the following: (1) 31% of the respondents were in retail and wholesale trades, and 30% were in the service industries; (2) employers planned on hiring more full-time professional workers and part-time unskilled workers during the next year than any other type of full-time or part-time employee; (3) for the coming year, the highest growth rate for new jobs was expected to occur in retail trade and manufacturing, while public administration/government was expected to experience the greatest number of new jobs; (4) on-the-job-training was by far the most important source of initial employee training for all but professional employees; (5) clerical workers were most likely to have received their initial training at a community college, followed by farm managers and technical workers; (6) 57% of the employers provided in-house, on-the-job training after employment, and almost half provide regular in-house training; (7) 32% of the employers were familiar with the types of training available at CC; and (8) employers who rated CC cited high quality of classes, availability of the college, and the number of courses offered as what they liked most, and problems created by location, distance, or transportation as what they "liked least." Tabulated response data for each of the survey items, and the questionnaire and cover letter are appended. (JMC)

ED 328 357 PS 019 406

Developing a Quality School-Age Child Care Program: An Information and Training Manual for Directors of School-Age Child Care Programs.

Childcare Resources, Birmingham, AL.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.
PUB DATE- Jul 90
NOTE- 87p.; For a related document, see PS 019 407.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Environment; Educational Equipment; *Elementary Education; Guidelines; Instructional Materials; Resource Materials; *School Age Day Care; Student Characteristics; Summer Programs; Teacher Student Ratio
IDENTIFIERS- *Informal Learning; *Program Characteristics

This manual for directors of school-age child care (SACC) programs contains six sections. Section I provides a rationale for SACC. Section II describes characteristics of school-age children. The extensive Section III discusses characteristics of high quality SACC. After an initial discussion of the importance of out-of-school time, the section focuses on 14 elements of a high quality SACC program, including an identifiable philosophy, support from school system and local school administration, qualified staff, adequate adult/child ratios, appropriate physical environment and equipment, a planned program of activities, provision for snacks or meals, parent involvement, parent handbook, use of community resources, staff development and training, and program policies and procedures. Discussion of program management covers the topics of personal and financial management, recordkeeping, legal authority, and parent involvement. Section IV discusses summer care. Section V presents a bibliography of 28 citations. Appendices provide definitions, sample forms, citations of suggested resources, a list of organizations and agencies providing technical assistance and training, a list of special interest organizations, guidelines on developing staff training modules, and training outlines. (RH)

ED 328 373 RC 017 787

Dawson, Howard A., Ed.
Adjustments in Rural Education.
National Education Association, Washington, D.C. Dept. of Rural Education.
PUB DATE- Feb 37
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Black Education; Consolidated Schools; *Educational Development; Educational History; *Educational Objectives; Elementary Secondary Education; Leadership Responsibility; *Rural Education; Rural Schools; *School Administration; *School Districts; School Supervision; Small Schools; Staff Development; Teacher Attitudes

This 1937 compilation of articles covers a wide range of problems within the scope of rural public education. The rural education issues discussed fall under the following general headings: (1) professional leadership; (2) rural school supervision; (3) staff training; (4) rural school district organization; (5) physical plants and equipment; and (6) education for rural blacks. Eighteen articles describe rural education programs at work at that time. The article titles are as follows: "Professional Leadership in Rural Education"; "Differentiated Curriculums for Rural Teachers"; "Significant Attitudes for Rural Teachers"; "Program of Training for Rural School Administrators"; "State Stimulation and Supervision of an Enriched Program"; "A County Program for Inservice Training of Rural Teachers"; "A Program of Health Service and Instruction in Rural Schools"; "Educational Objectives of a Public School Program in Rural Areas"; "Procedures for Obtaining Adequate Organization and Administration"; "A Countywide Program of Consolidated Rural Schools"; "Functional Planning for a 12-Year Consolidated School"; "The Arrangement and Equipment of a Model One-Room School"; "A (Virginia) State Survey of Rural School Building Adequacy"; "Experiments and Demonstrations for Improvement among Rural Schools"; "A Curriculum for Small Rural Schools"; "Library Service in Rural Areas"; "Factors Affecting Rural Schools in the South"; and "Financing Rural Negro Schools." (TES)

ED 328 403 SE 051 875

Penick, John, Ed.; Krajcik, Joseph, Ed.
Middle School/Junior High Science. Focus on Excellence, Volume 2, Number 2.
Iowa Univ., Iowa City. Science Education Center.; National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 105p.; For related documents, see SE 051 874-878, ED 243 689-691, ED 281 723-724, and ED 301 408.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Demonstration Programs; *Elementary School Science; Energy; *Environmental Education; *Excellence in Education; *Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Science Activities; *Science and Society; Science Curriculum; Science Education; Teaching Methods; Technology; Zoos
IDENTIFIERS- Project Synthesis

Ten examples of innovative and outstanding middle school/junior high science programs are described. These programs were selected using state criteria and at least four independent reviewers. While Project Synthesis offered a desired state, these examples of excellence provided views of what is already a reality. The goals of an exemplary science program are provided along with the criteria for excellence. The programs described are: (1) "Seventh Grade Life Science"; (2) "The Rochester Science Program"; (3) "Laboratory at the Zoo"; (4) "PRIS2M"; (5) Environmental Physical Science"; (6) "9th Grade Earth Science"; (7) "5-8 General Science"; (8) "7th Grade Life Science and 8th Grade Earth Science"; (9) "Life Science, Earth and Physical Science, and Environmental Science"; and (10) "Field Science." A synthesis and critique of middle school/junior high science is presented. (KR)

ED 328 420 SE 051 895

Strauss, Valerie; Sullivan, Monica, Ed.
America's Growing Dilemma: Pesticides in Food and Water.
League of Women Voters Education Fund, Washington, D.C.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Production; Conservation (Environment); *Decision Making; *Environmental Education; Environmental Influences; *Hazardous Materials; Health Education; *Pesticides; Science Education; Scientific Literacy; Wastes; Water Pollution; Water Resources

Public concern about the safety of continued reliance on pesticides in agricultural production is widespread and growing. The lack of understanding of how food is grown, the role of pesticides in food production, the risk assessment and regulatory processes and alternatives to pesticide use limits citizen participation in food safety debates and agricultural policy decision making. Topics include: (1) "The Growing Reliance on Pesticides"; (2) "Pesticides and Human Health"; (3) "Sources of Contamination"; (4) "Regulation of Pesticides"; (5) "Alternatives to Pesticides"; and (6) "Citizen Education in Your Community." Appended are a list of resource publications and organizations. (KR)

ED 328 454 SE 051 937

BSAP Science Teaching through Inquiry.
South Carolina State Dept. of Education, Columbia. Office of General Education.; South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Aug 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cooperative Learning; *Curriculum Development; Discovery Learning; *Elementary School Science; Elementary Secondary Education; Experiential Learning; Females; *Inquiry; *Learning Processes; Learning Strategies; Minority Groups; Questioning Techniques; Science Activities; Science Education; *Science Instruction; Scientific Literacy; Teaching Methods
IDENTIFIERS- *South Carolina

The purpose of this guide is to provide teachers with information that will help them better understand how to teach science. In addition, this resource is intended to be a tool in assisting teachers in developing their science curricula and in planning their instruction. The instructional approach presented reflects the philosophy that students learn best through hands-on, inquiry-oriented experiences. This guide was developed as part of the South Carolina Basic Skills Assessment Program in Science (BSAP) and is based on the learning cycle approach. The stages of the learning cycle, examples of learning cycle lessons, development of science lessons that use a learning cycle approach, student assessment during the learning cycles, and classroom management of students when using the learning cycles are discussed. The BSAP science objectives, subskills, and related skills, a list of science activity books and guides, and supplementary articles are appended. (KR)

ED 328 507 SO 030 465

Delattre, Edwin J.
James Madison's Practical Ideals for the 1990s.
SPONS. AGENCY- Boston Univ., MA. National Center for America's Founding Documents.
PUB DATE- Sep 90
NOTE- 21p.; Paper presented at the Symposium: The Federalist Papers (Cambridge, MA, September 17, 1990). For a related document, see SO 030 464.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional History; *Current Events; *Ethics; Political Attitudes; Political Issues; Public Affairs Education; *Public Officials; Secondary Education; Social Influences; Social Studies; United States History
IDENTIFIERS- *Madison (James)

This paper examines recent behavior of public officials at various levels of government in the United States, finds a systemic failure to meet ethical standards, and concludes that the wisdom of James Madison has much applicability to current times. Given his keen perception of human nature, Madison would not be too surprised at today's poor ethical performance. In "Federalist #51" Madison wrote: "In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself." (DB)

ED 328 085 FL 019 054

Allen, Barbara
Content-Based Second Language Instruction: Teaching English through Mathematics in Grades 1-4.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Education; *English (Second Language); Grade 1; Grade 2; Grade 3; Grade 4; *Mathematical Concepts; *Mathematics Instruction; Second Language Instruction
IDENTIFIERS- *Content Area Teaching

Recent increased interest in content-based language instruction is due to new developments in second language acquisition theory, and to the need to provide equal educational opportunities to the growing number of immigrant children. Facets of second language learning that need to be developed in content-based instruction include specialized vocabulary, language functions for academic communication, language structures and discourse features associated with different disciplines, and classroom language skills. This language development component distinguishes content-based from traditional language instruction. An integrated approach to content-based instruction derives learning objectives from the academic content, language content, and ongoing assessment of the student's language skills. To foster communication, much content-based language instruction should be activity-centered. Interest in integrating mathematics content and English language instruction is relatively new and offers some pedagogical challenges for limited-English-speakers. At the elementary level, attention must be given to concepts, computation, applications, and problem-solving. A series of four class activities for grades 1-4 are designed to promote communicative language exchange in classroom settings while fostering mathematics learning. A brief bibliography is appended. (MSE)

ED 328 117 HE 024 143

Fordyce, Hugh R.; Kirschner, Alan H.
1990 Statistical Report.
United Negro College Fund, Inc., New York, N.Y.
PUB DATE- 90
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Black Students; College Admission; *College Faculty; College Students; Degrees (Academic); Educational Finance; Endowment Funds; *Enrollment Trends; Higher Education; Private Colleges; *School Funds; *Student Costs; *Student Financial Aid; Trend Analysis

This report presents detailed information concerning the member institutions of the United Negro College Fund, comprising 41 historically black colleges and universities in the United States. Data are organized within the categories of enrollment, admissions, faculty and staff, degrees, student financial aid, college costs, institutional finances, and endowment. The data indicate that enrollments have increased by 16% since 1986. The enrollment of women has grown at a faster rate than that of men. Although about two-thirds of all undergraduate students received Pell Grants during 1988-89, the amount of student aid derived from this source accounted for only 25% of all student financial aid. Various loan programs accounted for nearly 40% of student aid dollars in 1988-89. Business continued as the most popular major for bachelor's degree recipients. Degrees in business exceeded those in the second most popular field, education, by a margin of nearly four to one. Faculty salaries trail those found at other private 4-year colleges. (JDD)

ED 328 194 HE 024 255

Renewing Undergraduate Education: Recommendations from the Irvine Group.
Irvine Group, Vista, CA.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Apr 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Advising; Career Education; *Curriculum Development; *Educational Change; *Educational Improvement; *Educational Needs; Educational Practices; Educational Quality; General Education; Higher Education; Leadership; Liberal Arts; *Undergraduate Study

This paper argues that debate about the need for renewal in undergraduate education should take a back seat to implementation of requisite changes. Evaluation of the renewal process should include obstacles to reform, especially ideological disagreements, time budgets, and reward structures. Five initiatives are proposed to advance the goal of providing a quality undergraduate experience: (1) revitalization of the undergraduate curriculum to include development of general education courses; (2) building a career-oriented emphasis into a liberal arts context; (3) leadership from professors and administrators with a particular dedication to and talent for undergraduate education; (4) better guidance for students on how to constitute their undergraduate careers; and (5) experimentation with curricular options and course formats. Renewal must be led ultimately by college and university presidents, working with faculty, governing boards, students, and external interests. Evaluation should only be used up to the limits of responsible methodology and not be oversold. (JDD)

ED 328 225 IR 014 822

Hobbs, Vicki M.

Distance Learning in North Dakota: A Cross-Technology Study of the Schools, Administrators, Coordinators, Instructors, and Students. Two-Way Interactive Television, AudioGraphic Tele-Learning, and Instruction by Satellite.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

PUB DATE- Sep 90

NOTE- 103p.; For related reports, see ED 317 195 and ED 319 382.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Communications Satellites; Comparative Analysis; *Computer Assisted Instruction; *Distance Education; *Educational Television; High Schools; Instructional Effectiveness; *Intermode Differences; Questionnaires; *Rural Schools; School Surveys; Second Language Instruction; Student Attitudes; Tables (Data); Telecourses

IDENTIFIERS- German by Satellite; Missouri; North Dakota

In 1990 a comparative analysis was conducted of North Dakota student achievement across three forms of distance education: instruction by satellite, audiographic tele-learning, and two way interactive educational television. Based in part on the 1988 study of a German by Satellite program in Missouri and North Dakota, this study mailed questionnaires to the administrator of each school, program coordinators, each student enrolled in distance education courses, and remote instructors. Responses provided information from each group as follows: (1) administrators--the history of their distance learning project, costs in project implementation, administrator, school, and community attitudes toward the project, future of distance learning in their schools, and information for each student on grade point averages, motivation, and course grades; (2) coordinators--how the distance education courses were implemented in each school, what components were built into the program, and the coordinators' role; (3) students--how they felt about the distance education course, assessment of the course as compared to traditionally taught courses, and demographic information; and (4) remote instructors--identification of major factors involved in implementing a distance education course, comparison with traditionally taught courses, and problems or limitations with the technology. The study concludes with several recommendations for previous or potential distance education adopters. Data are presented in both narrative and tabular form. (DB)

ED 328 255 IR 053 412

Podolsky, Arthur
Academic Libraries: 1988. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 180p.; Data Series: DR-IPEDS-88/89-10.1.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Data Analysis; Higher Education; Library Administration; *Library Circulation; *Library Collections; Library Equipment; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; National Surveys; Questionnaires; Resource Allocation

Based on information from the 1988-89 IPEDS (Integrated Postsecondary Education Data System) Academic Libraries Survey, this report presents data from the higher education institutions in IPEDS, i.e., all colleges and universities with accreditation at the higher education level in the 50 states and the District of Columbia. Analyses of these data indicate that the three largest individual expenditure items for libraries at the 3,438 institutions of higher education were salaries and wages, current serial subscription expenditures, and print material expenditures. It was also found that libraries of the 466 doctoral-granting institutions (13.6% of the total) accounted for more than half of the 101,000 operating expenditures of almost $2.8 billion, half of the 101,000 full-time equivalent (FTE) staff, and more than half of the total of 200 million circulation transactions at all academic libraries. The number of volumes held at all academic libraries at the end of fiscal year 1988 totaled almost 720 million. The narrative portion of this report includes highlights of the findings, a brief introduction, technical notes, and definitions. Detailed data are presented in tables for library operating expenditures, FTE library staff, library collections, library loan transactions, and library service per typical week. A copy of the questionnaire and instructions for its use are included. (MAB)

ED 328 299 JC 910 088

Lucas, John A.; Hildebrandt, Sharrie
Long-Term Follow-Up Study of Legal Tech Graduates, 1984-1988. Volume XVIII, No. 5.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Jan 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; Comparative Analysis; *Education Work Relationship; *Employment Patterns; Graduate Surveys; Job Satisfaction; *Law Related Education; *Legal Assistants; Longitudinal Studies; *Participant Satisfaction; Questionnaires; Telephone Surveys; Two Year Colleges; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In order to provide information for the 1989-90 program review at William Rainey Harper College (WRHC) and to fulfill American Bar Association accreditation guidelines, a long-term, follow-up study was conducted of all Legal Tech program alumni who graduated between 1984 and 1988. A telephone survey generated usable responses from 106 (73%) of the 145 program graduates. Study findings, which were compared with results of the annual 1-year follow-up of Legal Tech graduates, included the following: (1) 35% of the respondents had continued their education elsewhere after graduation from WRHC; (2) 3 years after graduation, 58% of the graduates were employed in a law-related field, 27% were employed in a non-related law field, and 15% were unemployed; (3) about 13% were in job situations contrary to preference; (4) after 1 year, 45% of the graduates were still working in the same job they held while enrolled at WRHC, and, after 3 years, 24% were still working in the same job; (5) after being away from WRHC for 3 years, 61% of the graduates still worked in the WRHC district or surrounding suburbs; (6) graduates working in law-related positions earned slightly more per year than those in positions not related to law ($23,500 versus $22,900); and (7) in response to open-ended questions about program areas needing improvement, the most frequently cited needs were for a better placement service, an internship program, and more hands-on experiences. A list of graduates' job titles and their employers, the survey instrument, and detailed data tables are included. (JMC)

ED 328 312   JC 910 101

Clagett, Craig A.
County Support for Community Colleges: A Peer Expenditure Analysis. Planning Brief PB91-9.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE- Feb 91
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Community Support; Cost Effectiveness; *Educational Finance; Expenditure per Student; *Financial Support; Full Time Equivalency; Instructional Student Costs; Local Government; *School Funds; *School Support; *Tax Allocation; Tuition; Two Year Colleges
IDENTIFIERS- *Maryland

Maryland community colleges receive financial support from both the state and their local jurisdiction, as well as from student charges and other income from operations and investments. The proportion of local aid varies considerably across jurisdictions. A study was conducted at Prince George's Community College (PGCC) to measure local support for the college, as well as to examine the different methods of assessing county contributions to community colleges. The study compared the financial support provided by five counties in Maryland (Prince George's, Anne Arundel, Baltimore, Howard, and Montgomery) to their community colleges. Data were obtained from the Maryland Department of Fiscal Services and from the State Board for Community Colleges. Study findings included the following: (1) examining the share of county general fund expenditures, and the share of total county expenditures from all revenue sources, Prince George's county ranked lowest among all five counties in dollar support per full-time equivalent (FTE) student for each year from 1985 to 1989; (2) for fiscal year (FY) 1989, PGCC received $842 per FTE, while Montgomery County colleges received $2,518 per FTE; (3) when the real property assessable tax base was used to adjust for differences in county wealth and ability to support local colleges, Prince George's County continued to provide a lower level of support than its peers; and (4) an examination of tuition and fees, and college expenditures-per-student revealed that PGCC was the most cost efficient of the counties, but charged the highest tuition in order to cover its costs. Detailed data tables are included. (GFW)

ED 328 439 SE 051 915

Connor, James V.
Environmental Education in the Developing World.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
.
DESCRIPTORS- Curriculum Development; *Developing Nations; Elementary School Science; Elementary Secondary Education; *Environmental Education; Instructional Materials; *Mass Media Role; Mass Media Use; Material Development; Media Adaptation; *Nonformal Education; Science Activities; Science Education; Secondary School Science; Teacher Education

This paper attempts to explore how developing nations can best respond to the request of the United Nations General Assembly to examine their ongoing programs and policies for environmental impact, and to report regularly to the General Assembly on the progress being made towards the objectives of "environmentally sound and sustainable development." This can be done in developing countries by considering environmental education within their own key problem areas and the four associated areas that have a tremendous impact on the environment. These associated areas are poverty, population, health, and literacy. To do this, Part I of this paper considers the problems concerning the environment and the associated areas. Parts II and III consider enviromental education through formal and non-formal education systems. Finally, part IV considers the role of the developing countries in environmental education. Topics discussed include: (1) curriculum development; (2) classroom materials development; (3) teacher training; and (4) the role of mass media. (KR)

ED 328 471　　　　　　SO 021 024

Arizona Dramatic Arts Essential Skills.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Apr 90
NOTE- 197p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Art Education; *Basic Skills; Curriculum Design;
  *Dramatics; Elementary Secondary Education; Skill Development;
  State Curriculum Guides; Student Educational Objectives; Teaching
  Methods
IDENTIFIERS- *Arizona

The essential skills in the dramatic arts for K-12 students as promulgated by the State of Arizona are presented. Three goals are identified for all students: (1) create drama through artistic collaboration; (2) form aesthetic judgments; and (3) relate dramatic arts and its significant works to its social and historical context. The ways in which these goals are to be met at the various grade levels (K-3, 4-6, 7-8, 9-12) are identified; the essential skills students need to develop are outlined; and suggestions for teachers in making student evaluations are put forth. Ongoing personal and interpersonal behaviors to be cultivated at all grade levels also are identified. A glossary of dramatic arts terms and a 92-item bibliography are included. (DB)

ED 328 147 HE 024 200

Stewart, Lee
It's Up to You. Women at UBC in the Early Years.
PUB DATE- Mar 90
NOTE- 176p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; College Environment; College Housing; Deans of Students; *Educational Change; Foreign Countries; Higher Education; History; Home Economics Education; Nursing Education; *Sex Discrimination; Social Problems; Student College Relationship; *Womens Education; Womens Studies
IDENTIFIERS- *University of British Columbia (Canada)

This book examines the demands, accomplishments, and limitations of women advocates and educators against the background of the social and cultural conditions which enveloped them. It profiles the experience of women at the University of British Columbia from the founding of the university early in this century until after the Second World War. It also describes the experience of female students and the strategies they devised to participate fully in the academic, cultural, and political life of the university while juggling the contradictory expectations of the academic and social communities. The argument is made that campaigns to open the university to start nursing and home economics programs, to establish the office of dean of women, and to build women's residences each involved the persistent efforts of women reformers, and each eventually succeeded. Further, it is argued that pragmatism, politics, and expedience, far more than a passion for feminism within the university or in the province, accounted for the form that these programs and institutions took. Contains an index and 205 references. (GLR)

ED 328 179 HE 024 233

The Annual Minority Recruitment and Retention Conference Proceedings (6th, Austin, Texas, April 4-6, 1990).
Texas Higher Education Coordinating Board, Austin.
PUB DATE- 6 Apr 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; College Curriculum; College Students; Community Colleges; Cultural Pluralism; Equal Education; Excellence in Education; Higher Education; *Minority Groups; *Multicultural Education; Nondiscriminatory Education; *School Holding Power; *Student Attrition; *Student Recruitment; Vocational Education
IDENTIFIERS- Strategic Planning

The summarized proceedings of the sixth annual minority recruitment and retention conference which focused on ways to create a multicultural university are presented. Pre-Conference session and Workshop/Roundtable topics and their presenters include the following: "Managing Organizational Culture to Improve Student Achievement" (Richard C. Richardson, Jr. and Tanzella Gaithers); "Transculturalization of Faculty at a Minority Institution" (Rosario Torres Raines and Ward S. Albro III); "Quality Education for Minorities by the Year 2000" (Shirley McBay); "Multiculturalism in Staff Development Programs: A Critical Factor in Recruitment and Retention" (Patricia J. Larke and Felicia G. James); "Minority Student Retention: New Direction for a New Decade" (Kevin R. Carreathers); "Essentials for Creating an Environment to Secure a Multicultural Student Population" (Maude E. Guilford); "Equity and Excellence in Education: Today's Challenge for Building a Positive Future For African-Americans" (Stephanie Robinson); "Diversifying University Curriculum" (Yvonne Becerra); "Securing Private Sector Support for Minority Recruitment" (Gene M. Monteagudo); "A Retention Program Model" (Dan Angel; and others); "Hispanic Student Scholarship Initiative" (Albert Guerrero and Rene Lara); "Integrating Stategic Planning and Minority Recruitment" (Felix A. Zamora; Yvonne Robinson and Gloria Dean); "The North Texas Communiversity Connection: Strengthening Student Recruitment and Retention Programs as a Result of the Texas Educational Opportunity Plan" (William G. Sawyer; Harold Bell; Gloria Contreras); and "Tending to the Pipeline of Future Minority Scholars" (Sarita E. Brown and Samuel L. Moore). The names and addresses of the principal concurrent and research roundtable presenters are included. (LPT)

ED 328 210 IR 014 717

Whalley, Peter

HyperTechnic--A Graphic Object-Orientated Control Language.

PUB DATE- Mar 90

NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Authoring Aids (Programing); Computer Assisted Instruction; Computer Graphics; *Computer System Design; Elementary Secondary Education; Foreign Countries; *Hypermedia; *Programing Languages

IDENTIFIERS- Computer Scripts; HyperCard; Microworlds

The fundamental problem for control languages is that they must be able to deal with the simultaneous actions of multiple objects. Accordingly, it is the basic premise of the HyperTechnic system that it is easier for children to view control problems in terms of relationships between multiple agents, rather than as one agent responding to a multiplicity of conditions. Implemented within the HyperCard programming environment, the HyperTechnic program can be conceptualized as a system of layers. The first layer represents direct matching of symbolic icons and physical entities. The second layer gives an overview of each object, what it is, and what it can do. The third layer, or scripting level, allows the children to work out scripts before entering them. Future developments of the HyperTechnic system will make it more of a device language, requiring older children to create a control environment that mirrors the micro world they are building. Evaluation of the mental models developed by children using both constraint and actor languages would be a good starting point for empirical investigations into the success of this system and others similar to it. (6 references) (DB)

ED 328 270 IR 053 428

Functional Illiteracy: What Public Libraries Can Do To Help People with Reading and Writing Problems. An Ideas Pamphlet.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- 89
NOTE- 28p.; Prepared by the International Federation of Library Associations (IFLA) Standing Committee for Public Libraries. Standing Committee for Public Libraries.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dyslexia; Elementary Secondary Education; Foreign Countries; *Functional Literacy; High Interest Low Vocabulary Books; *Library Role; *Library Services; *Literacy Education; *Public Libraries; *Reading Difficulties
IDENTIFIERS- *Scandinavia

This pamphlet describes literacy programs currently in effect in Scandinavian countries and provides guidelines for the development of similar programs. Reasons for functional illiteracy in the industrialized world are discussed, and current and potential roles for public libraries in improving the situation are considered. Persons who are functionally illiterate with whom libraries can work are identified as unaccustomed readers, weak readers and writers, and the reading and writing handicapped, and it is posited that cooperation between libraries and specialists in the field and professional groups is a necessary prerequisite for achieving results. It is also pointed out that acceptance by the general public that functional illiteracy does not indicate a lack of intelligence will make it easier for weak readers and writers to seek assistance. Problems created by the small number of available easy-to-read materials in some of the Scandinavian languages and the perception that recorded books are only for the handicapped are also discussed. A number of Scandinavian projects and their results are then described, including Norway's local radio project and campaigns in the schools designed to stimulate children and adolescents to read more. Swedish literacy measures and projects are also described, as well as services that libraries can provide for dyslexic patrons and those with reading problems. The potential impact of information technology on public library users is also discussed. A brief review of central international measures and support systems for the functionally illiterate and suggestions for future activities conclude this report. (MAB)

ED 328 285 IR 053 446

Kumsa, Gabeyehu
The Role of Information System for Education Planning and
Management.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer System Design; Computer Uses in Education; Developing Nations; Educational Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Management Information Systems; Policy Formation; Science and Society; Systems Approach; *Technological Advancement; Technology Transfer
IDENTIFIERS- *Ethiopia; UNESCO

This report details how Ethiopia's Ministry of Education has met the challenges of the information age by investing in computer technology to plan and manage an education management information system (EMIS) in hopes of closing the widening technological gap between itself and other industrialized nations. The major objective for the EMIS is to make available both the data and the policy-relevant information (through the application of analytical tools and skills to the planners and decision-makers) to enhance competence of the education sector in planning, research and management. Prior to the computerization project, information was mostly outdated, limited and un-interpretable; it has been seen that the implementation of the EMIS system has eradicated these problems. However, other information needs have yet to be met. Policymakers' information needs surpass the mere tabulation of raw data; they demand data analyses that will form the basis for policy simulations, forecasts, and productivity measures. These demands may be met through an integrated systems approach to information retrieval and analysis in the education information system, including report writing, layout design, and publications. Other Ministry of Education recommendations include the establishment of computer science and technical training programs at educational institutions and Unesco consultational meetings on both the sub-regional and regional levels. (MAB)

ED 328 388   RC 017 983

Post-Traumatic Stress: What Some Indian Youth and Vietnam Veterans
Have in Common. How Can We Help?
Native American Development Corp., Washington, DC.
SPONS. AGENCY- Office of Elementary and Secondary Education,
Washington, DC. School Improvement Programs.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; *Community Action; Community
Problems; Community Resources; *Grief; Social Support Groups;
*Stress Variables; *Substance Abuse; Tribes; Youth
IDENTIFIERS- Healing; *Native Americans; *Posttraumatic Stress
Disorder; Support Systems

Stress can make a person more apt to abuse alcohol and drugs. Based on interviews with Phil Tingley, president of the National Indian Social Workers Association, this booklet suggests that some Native American youth are victims of a special kind of stress--post-traumatic stress (PTS). PTS symptoms are delayed mental and physical responses to severe trauma. Secondary PTS may affect individuals close to someone affected by severe trauma. For the past five generations, Native Americans have experienced one cultural and individual trauma after another. Many Indian youth are caught up in an accelerating spiral of pain and despair. New primary traumas occur as negative behaviors generated by PTS take their toll. The desire for relief increases, and alcohol and drugs offer escape. To deal with PTS, Native Americans, as a community, must allow themselves to experience the grief process. Grieving often leads to anger and a search to establish blame, but this process can result in accepting and forgiving the behavior of oneself and others and focusing on healthy choices for the future. Indian communities have the power to heal themselves by drawing on traditional cultural practices for confronting problems. As trauma is confronted, the release may be explosive and help may be necessary. Resources are available within the tribe. Community events and ceremonies that strengthen tribal and family support networks can significantly help people struggling with PTS. (SV)

ED 328 421 SE 051 896

Strauss, Valerie
U.S. Farm Policy: Who Benefits? Who Pays? Who Decides? A Citizen's Guide.
League of Women Voters Education Fund, Washington, D.C.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agribusiness; Agricultural Production; Agriculture; *Community Action; Consumer Economics; *Economics; *Environmental Education; *Government Role; *Science and Society; Science Education

Food production plays a central role in every national economy. In the United States, the family farm system of agriculture has added special symbolic weight to this economic role. The national debate over appropriate agricultural policies now includes more interested parties than ever before. Environmentalists, consumer advocates, taxpayers, farmers, and agribusinesses all claim a stake in determining who benefits from and who pays for government farm programs. This publication explores the U.S. agricultural economy and its relationship to government policies, the public's environmental concerns and consumer interests. How to mesh farm sector health with other important national goals is a key question for the 1990s and beyond. Topics discussed include: (1) "U.S. Agricultural Policy"; (2) "The Human Dimension"; (3) "The Environmental Dimension"; (4) "Looking Toward the Future"; and, of specific interest to educators, (5) "Citizen Education in Your Community." A list of "Citizen Activity Guidelines" and a list of resources (publications and organizations) are appended. (CW)

ED 328 489　　　　SO 021 107

Vandell, Kathy; Fishbein, Lauren
Women and Tenure: The Opportunity of a Century.
American Association of Univ. Women, Washington, D.C.
PUB DATE- Dec 89
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Rank (Professional); College Faculty; Employment Practices; *Equal Opportunities (Jobs); Faculty Promotion; Females; Higher Education; Salary Wage Differentials; Sex Bias; Sex Discrimination; *Tenure; Tenured Faculty; *Women Faculty

Over the past two decades, women have entered academe in unprecedented numbers. Even so, women remain disproportionately underrepresented in the ranks of tenured faculty members. What are viewed as the major causes of this inequity--the tenure system's inadequacies, the tenure crunch of recent decades along with the related increase in hiring of adjunct faculty, and the persistence of sex discrimination in allocation of resources and evaluation of work--are discussed in this policy brief. In spite of the factors working against women in academe, it is likely that the 1990s will present a window of opportunity for women faculty as a large number of their colleagues are expected to retire and the number of doctorates awarded declines. Sixteen strategies to take advantage of the predicted easing of the tenure crunch are offered. (DB)

ED 328 508 SO 030 482

Eberstadt, Nicholas
U.S. Foreign Aid Policy--A Critique. Headline Series No. 293.
Foreign Policy Association, New York, N.Y.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Developing Nations; *Developmental Programs; *Economic Development; Foreign Countries; *Foreign Policy; Higher Education; International Programs; Secondary Education; World Affairs
IDENTIFIERS- *Foreign Aid

U.S. foreign aid efforts aimed at less-developed countries in the post-World War II world, such as humanitarian aid and development assistance, have not been very successful in improving international investment opportunities or contributing to self-sustaining economic growth in the poorer countries. Recent developments in Eastern Europe have led to persistent requests for aid from the United States to help with democratic reforms. Such requests are leading to increased competition for aid between Eastern Europe and long-time U.S. aid recipients, and thus are putting more pressure on existing programs. A real commitment to improving the effectiveness of U.S. developmental assistance requires fundamental changes in both laws and organizational structures. Several specific recommendations for changes in foreign aid programs are made based on the purposes and problems they face. Three separate and distinct purposes of the programs are identified: humanitarian aid, development aid, and security aid. The document includes a glossary, illustrations, questions for students and discussion groups, and an annotated reading list. (DB)

ED 328 101 FL 800 232

Marquez, Ely J.

Integrated Cultural and Communicative Skills for Beginners in English-As-A-Second-Language (ICCS) English.

Philadelphia Community Coll., PA.
PUB DATE- Jun 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communicative Competence (Languages); Community Colleges; Course Content; Course Descriptions; *English (Second Language); Instructional Materials; *Intercultural Communication; Limited English Speaking; *Literacy Education; Pragmatics; Student Evaluation; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

The community college course outlined in this paper emphasizes listening, speaking, pragmatics, reading, and writing for non-native speakers of English who have had little or no exposure to the language. The aim of the course is to improve student language skills that will enhance academic success and persistence. An introductory section describes the course format, student evaluation procedures, and course evaluation and revision processes. The introduction is followed by a list of general student performance goals, a topic outline and course schedule for three days of the first week, a bibliography of required and supplemental texts, and overall and specific performance objectives for each of seven course-level topics, including: life skills (numbers, letters, and dates, survival communication, appropriate use of names and greetings); pragmatic skills (conversation and social interpersonal skills); cultural literacy (global and United States geography, United States government, history, education, economics, expressions and adages); structural skills (verb tenses, modifiers, elementary grammar and syntax); reading and comprehension; writing; and aural-oral skills (pronunciation, suprasegmentals, narration, and comprehension). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 328 240 IR 014 847

Advisory List of Computer Courseware. December 1990.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Media Evaluation Service.
PUB DATE- Dec 90
NOTE- 15p.; For other 1990 Advisory Lists, see ED 320 533, ED 320
568, ED 325 092, and IR 014 848.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reference Materials - Bibliographies (131) Other/Miscellaneous
(Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted
Instruction; Computer Software Reviews; *Courseware; Elementary
Secondary Education; Estimation (Mathematics); Grammar;
*Mathematics Instruction; Microcomputers; Problem Solving; Science
Instruction; Thinking Skills; Writing Instruction

The December 1990 Media Evaluation Services list of computer courseware includes the following: (1) Group Grammar: grades 5-10 identify elements of grammar and mechanics; (2) Ready-Set-Read: Sequence: grades K-2 put pictures or sentences in order; (3) Write-On! Sarah, Plain and Tall: grades 4-7 develop reading, writing, and thinking skills through literature-based instruction; (4) <in Common> Arithmetic: grades 4-6 practice computation and thinking skills through games; (5) MECC Estimation Series: Estimation Quick Solve 1: grades 5-8 practice estimation in a game show format; (6) What Shape Is That Color? grades 3-12 develop problem-solving and mathematical reasoning skills; (7) Your Personal Trainer for the SAT: grades 9-12 prepare for the Scholastic Aptitude Test; (8) Dinosaur Blend: grades 3-8 receive integrated mathematics learning through a multifaceted package; and (9) Science Inquiry Collection: Fossil Hunter: grades 4-6 apply organizational and analytical skills while exploring fossils. Each item is described fully with price and required equipment included. Strengths and weaknesses of each are also listed together with suggestions for classroom use. (DB)

ED 328 326 JC 910 118

Adams, Dorcas M.; Rowzie, Gay
Continuing Student Survey Results, Fall 1990.
Midlands Technical Coll., Columbia, SC.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; College Planning; Community Colleges; Comparative Analysis; *Participant Satisfaction; *Paying for College; Program Evaluation; *Student Attitudes; Student Behavior; *Student Characteristics; *Student Employment; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Midlands Technical College SC

In fall 1990, a sample of continuing students in upper-division courses at Midlands Technical College (MTC) was surveyed to gather information about students' demographic characteristics; employment status; evaluation of MTC's marketing materials; source of income for education; reasons for selecting MTC; evaluation of class scheduling; and evaluation of MTC services. Continuing students in 62 selected classes were surveyed, resulting in 627 usable surveys. Study findings, including comparisons with a similar study conducted in 1988, indicated the following: (1) 70% of the respondents were unmarried, 74% were white, and 56% were female; (2) 87% planned to return to return to MTC the following quarter; (3) 37% were employed full-time, and an additional 45% worked part-time; (4) 72% of the 1990 respondents and 63% of the 1988 respondents rated the MTC catalog as "very helpful"; (5) in both 1988 and 1990, the top three sources of student funding for college were personal income (57%), family income (33%), and family savings (21%); (6) 70% of the respondents indicated that a major reason for attending MTC was the college's course offerings, while 67% cited the college's low cost; and (7) in both 1988 and 1990, over 85% of the students expressed satisfaction with admissions, registration, and advisement. (JMC)

ED 328 340 PS 019 199

Whitebook, Marcy; And Others

The Qualified Work Force Project. Working Session: October 12 and 13, 1990. Summary Notes.

Child Care Employee Project, Oakland, CA.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- Oct 90
NOTE- 5p.; Poor quality type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Career Ladders; *Child Caregivers; Child Care Occupations; *Compensation (Remuneration); Cultural Differences; Early Childhood Education; Mentors; Postsecondary Education; Professional Development; *Professional Training; *Research Needs; Scholarship Funds; Staff Development; Supervision; Teacher Education
IDENTIFIERS- *Cultural Sensitivity; National Child Care Staffing Study; Project Head Start

The Child Care Employee Project hosted a 2-day working session in Berkeley, California, in an effort to explore questions raised by the National Child Care Staffing Study about what constitutes adequate professional preparation for child care teachers and providers. The mission of the meeting was to develop an agenda for research about the process of securing a skilled and stable work force. Two themes were dominant: (1) improvement of training must be accompanied by increased compensation; and (2) effective training requires sensitivity to cultural differences. Participants concluded that training is a process of professional development that involves three components: access, content, and follow-through. These three components must be addressed simultaneously by policymakers, practitioners, and researchers. Highlights of the discussion of the components, including sample policy-based research questions, are provided. (BC)

ED 328 358 PS 019 407

Quality Care for School-Age Children: A Self-Instructional Guide To Help Staff Plan and Implement a Quality Program for School-Age Children.

Childcare Resources, Birmingham, AL.

SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.

PUB DATE- Jul 90

NOTE- 103p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *At Risk Persons; Check Lists; Educational Environment; Educational Equipment; Educational Philosophy; Elementary Education; Elementary School Students; Grouping (Instructional Purposes); Guidelines; Individual Development; *Instructional Development; *Learning Activities; *School Age Day Care; *Student Characteristics; *Teacher Role

IDENTIFIERS- *Informal Learning

The purpose of this manual is to provide school-age child care center staff in Alabama with information about school-age children that facilitates program planning and provides a basis for implementing and evaluating a high quality school-age child care (SACC) program. Sections of the manual discuss: (1) teacher competencies addressed by the manual; (2) characteristics of a high quality SACC program; (3) the development of program philosophy; (4) the staff role in caring for children at risk; (5) SACC children's needs; (6) developmental characteristics of school-age children and ways to meet their needs; (7) the SACC program's essential ingredients, quality indicators, equipment, nutritional aspects, activities, evaluations of health and safety policies and procedures, schedule of activities, and lesson plans; and (8) staff roles and responsibilities. A total of 18 displays and 34 exercises supplement the statements of purpose and rationale in each section. Appendices provide a bibliography of 29 citations, definitions of terms, names and addresses of organizations and agencies that provide technical assistance and training or are of special interest, 218 citations of activity resource books, and additional suggested resources for staff. (RH)

ED 328 374 RC 017 788

Farm Leaders and Teachers Plan Together. What Agricultural Leaders Want the Schools To Teach. Reports of Eight Regional Conferences of Agricultural and Educational Leaders.

National Education Association, Washington, D.C. Dept. of Rural Education.

PUB DATE- 47
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060)
DESCRIPTORS- Agricultural Education; Conservation Education; *Educational Attitudes; Elementary Secondary Education; *Farmers; *Formative Evaluation; National Surveys; *Regional Attitudes; Relevance (Education); *Rural Education; Rural Urban Differences; School Attitudes; School Community Relationship; *School Role
IDENTIFIERS- Urban Bias

This booklet is a collection of recommendations from participants in eight regional conferences held in 1946 by the American Institute of Cooperation and the National Education Association. The conferences consisted of small groups of agricultural leaders and educators from every section of the United States, who discussed common problems of rural education. The attending educators remained in the background of the discussion, giving themselves an opportunity to hear what agricultural leaders wanted the schools to do. The conference summaries reflect some of the thinking that grew out of the discussions. Farm leaders often called for greater educational emphasis in the following areas: natural resource conservation, basic skills, community issues, family and community life, vocational education, guidance, and teacher training. Farmers also voiced the desire for stronger school-community ties. Also included in the booklet is a brief report of a questionnaire survey showing the opinions of U.S. farm leaders about rural education. Among other things, farm leaders were asked to rate the value of high school subjects to rural youth and to suggest what subjects rural schools should improve. Forty-six percent of the agricultural leaders believed that schools in small towns tended to overemphasize preparation for urban life. Seventy percent were in favor of paying teachers to give educational and recreational leadership during the summer months. (TES)

ED 328 404   SE 051 876

Glass, Lynn W., Ed.

Energy Education. Focus on Excellence, Volume 3, Number 1.

Iowa Univ., Iowa City. Science Education Center.; National Science Teachers Association, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 15 Mar 85

NOTE- 39p.; For related documents, see SE 051 874-878, ED 243 689-691, ED 281 723-724, and ED 301 408.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Critical Thinking; Demonstration Programs; Elementary School Science; Elementary Secondary Education; *Energy Education; Environmental Education; *Excellence in Education; *Innovation; Interdisciplinary Approach; Physical Sciences; Science Activities; *Science and Society; Science Curriculum; Science Education; *Secondary School Science; Teaching Methods; Technology

IDENTIFIERS- Project Synthesis

Eight examples of innovative and outstanding energy education programs are described. These programs were selected using state criteria and at least four independent reviewers. While Project Synthesis offered a desired state, these examples of excellence provided views of what is already a reality. The goals of an exemplary science program are provided along with the criteria for excellence. The programs described are: (1) "Pathways to the Future"; (2) "The Best of Energy--$1,000,000 Energy Challenge"; (3) "The Energy Management Center"; (4) "Energy Education at Houston's Outdoor Education Center"; (5) "The Energy Studies Center: Providing Skills For The Future"; (6) "Poss's Energy Posse"; (7) "Toward an Energy Consciousness"; and (8) "Energy Studies and Physical Sciences." Presented is a critique on excellence in teaching energy education. (KR)

ED 328 455 SE 051 939

Great Minds? Great Lakes!

Environmental Protection Agency, Chicago, IL. Great Lakes National Program Office.
PUB DATE- Jun 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Air Pollution; Conservation (Environment); Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Groundwater; History; *Interdisciplinary Approach; Natural Resources; Resource Materials; *Science Activities; Science Curriculum; Science Education; Social Studies; *Teaching Guides; Teaching Methods; Water Pollution; *Water Resources; Water Treatment
IDENTIFIERS- *Great Lakes

This booklet introduces an environmental curriculum for use in a variety of elementary subjects. The lesson plans provide an integrated approach to incorporating Great Lakes environmental issues into the subjects of history, social studies, and environmental sciences. Each of these sections contains background information, discussion points, and a variety of hands-on activities designed to illustrate the major points of each lesson. A map of the Great Lakes is provided for photocopying and can be used with the discussion points and activities. Topics include the history of the Great Lakes, shipwrecks, water use, acid rain, air pollution, lake clean-up, groundwater, surface runoff, industrial runoff, and sediment pollution. General facts about each of the Great Lakes are listed. (KR)

Al-Rubaiy, A.; Al-Zubaidy, K.
The History of the March toward Literacy in Iraq.
PUB DATE- Sep 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Arabs; Basic Skills; Developing Nations; *Educational Development; *Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Functional Literacy; *Illiteracy; *Literacy; Literacy Education; National Programs; Skill Development
IDENTIFIERS- *Iraq

In most of the Arab world, the development of a national education system has been a recent process. Currently, one out of every two Arabs can neither read nor write. This paper focuses on how illiteracy has been dealt with in the country of Iraq. A 1947 survey put total illiteracy of those 15 years and older at 89.1%. In the period following the 1958 revolution, it was increasingly viewed as the responsibility of the government to expand education and to eradicate illiteracy. The education system was expanded and the growth was too rapid. The result was a deterioration of quality, and illiteracy continued to be widespread. The period since the revolution of July 17, 1968, marked a new era in the campaign against illiteracy. After several ineffectual efforts, the leading party (BASP) in 1978 launched the National Comprehensive Campaign for Literacy, making the eradication of illiteracy a national issue. By 1980 the campaign claimed 1,588,997 citizens had become literate. This figure represents 76.4 % of the 2.3 million target population of 15-45 year-olds. Real gains have been made, yet, in spite of the campaign's figures, it is still too soon to evaluate the program in terms of achieving a high degree of adult literacy. A list of 15 references is included. (DB)

Howard, Catherine
Project GOLD (Garfield Options for Leadership Development).
Virginia Commonwealth Univ., Richmond. Dept. of Psychology.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Oct 90
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 164-176.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Behavior Problems; *Black Students; *College Programs; Disadvantaged Environment; *Disadvantaged Youth; Dropout Prevention; Economically Disadvantaged; *Enrichment Activities; Higher Education; High Risk Students; Intermediate Grades; Low Income Groups; Outreach Programs; Parent Education; Poverty Areas; Program Descriptions; Program Proposals; School Community Relationship; Social Support Groups; *Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; African Americans; Garfield Options for Leadership Development; Virginia (Richmond)

This grant proposal describes Project GOLD (Garfield Options for Leadership Development), an after-school and summer program designed to serve African American middle school-aged youth in Richmond, Virginia. The youths are residents of public housing, are primarily from female-headed households, and are typically at least one school year behind their age mates. Program components include: a 6-week summer program to be held at Virginia Commonwealth University, an after-school enrichment program, and a parent education and support program. The program reflects the collaborative efforts of the Department of Psychology at Virginia Commonwealth University, the Garfield Childs Memorial Fund Tutorial Program, and private, community, and state agencies, in an attempt to provide new and challenging opportunities for youth and their parents who reside in high risk environments. The program is based on the conceptual framework of the Athletes Coaching Teens program, which uses a life span developmental model, emphasizes prevention of problem behaviors, and focuses on teaching new skills for living. (JDD)

Instructional Exchange. Volume 1, Number 1-6, September 1989-March 1990.

Western Michigan Univ., Kalamazoo. Office of Instructional Development and Univ. Assessment.

PUB DATE- 90

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Class Organization; *Classroom Techniques; *Computer Assisted Testing; Course Descriptions; Course Organization; Curriculum Development; Discussion (Teaching Technique); Higher Education; Instructional Innovation; Learning Strategies; Lecture Method; *Teaching Methods; *Tutorial Programs

IDENTIFIERS- Western Michigan University

The six editions of the newsletter provide a forum for the sharing of research findings and instructional strategies by faculty of Western Michigan University. Topics addressed include: active learning; lecture variations; lecture techniques; grading student participation; leading discussions; overcoming silence; discussion challenges; course planning; setting expectations; the first day of class; communicating course components; the syllabus planning checklist; rationale for a syllabus; the PASS computerized system for tutoring and testing students; guidelines for demonstrating PASS; and getting started with PASS. References accompany most articles. (DB)

ED 328 163 HE 024 216

Sapp, Marty
Hypnotherapy and Test Anxiety: Two Cognitive-Behavioral Constructs. The Effects of Hypnosis in Reducing Test Anxiety and Improving Academic Achievement in College Students.
PUB DATE- 22 Aug 90
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Behavior Modification; *Cognitive Psychology; *Cognitive Restructuring; *College Students; Higher Education; Psychological Studies; Psychotherapy; *Test Anxiety; *Test Wiseness
IDENTIFIERS- *Hypnotherapy

A two-group randomized multivariate analysis of covariance (MANCOVA) was used to investigate the effects of cognitive-behavioral hypnosis in reducing test anxiety and improving academic performance in comparison to a Hawthorne control group. Subjects were enrolled in a rigorous introductory psychology course which covered an entire text in one quarter. In addition to randomization, two covariates were used as a statistical control for the selection threat to internal validity. The subjects were measured on two covariates and two dependent variables. The covariates were a midterm course grade for introductory psychology and a pretest on the Test Anxiety Inventory. There were a decrease in test anxiety and improvements in achievement for the hypnosis group. The treatment gains were maintained at a 6-week follow-up. The study suggests that cognitive-behavioral hypnosis is effective in reducing test anxiety and in improving academic performance. Contains 15 references. (Author/GLR)

ED 328 195 HE 024 256

Estes, K. R.; And Others
Condom Availability at Four-Year State Universities in the North Central Census Region.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Contraception; Decision Making; *Disease Control; Health Needs; *Health Programs; Health Promotion; Higher Education; Noninstructional Student Costs; School Health Services; State Universities; *Student Personnel Services; Vending Machines; *Venereal Diseases
IDENTIFIERS- *Condoms; United States (North Central)

This survey of 66 4-year state universities with enrollments greater than 5,000 students in the North Central census region investigated the availability of condoms on campuses to prevent sexually transmitted diseases, including acquired immune deficiency syndrome. The survey sought to determine condom availability, location, cost to students, and the institutional levels at which this issue had been raised. Results indicated that condoms were available to students on 57 of the 66 campuses, or 86 percent. Condom availability had been a campus issue on 62 of the campuses. Of the nine institutions not making condoms available on campus, five indicated it had been a campus issue. Condom availability did not appear to be as strong an issue with parents, faculty, or boards of trustees as it was with students, chief health officers, and student affairs staff. The most common areas in which condoms were reported to be available at colleges and universitites were at health centers and in restroom vending machines. It is concluded that the extent of condom availability on campuses may be too limited to effectively deal with the increase in sexually transmitted diseases. (17 references) (JDD)

ED 328 440 SE 051 916

Hungerford, Harold R.; And Others
An Environmental Education Approach to the Training of Elementary Teachers: A Teacher Education Programme. A Discussion Document for Unesco Training Seminars on Teacher Training in Environmental Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
PUB DATE- 88
NOTE- 164p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; *College Science; Controversial Issues (Course Content); Elementary Education; *Elementary School Science; *Environmental Education; Ethics; Field Trips; Higher Education; Interdisciplinary Approach; *Preservice Teacher Education; Problem Solving; *Program Descriptions; Resource Materials; Science Activities; Science Education; Social Studies; Sociology; Teacher Education; Teaching Methods; Values Clarification

This document describes an elementary teacher education program (TEP) for training elementary school teachers to include the environment in the content and methods of the early years of education. The major focus of this document is to infuse environmental content and methods in existing or planned courses of instruction in the TEP. The topics in part I are the goals for the TEP as well as discussions on learner objectives as they related to the goals, the role of citizenship responsibility, and environmental sensitivity. Part II deals with topics of infusion and the infusion strategy. Part III lays out the entire TEP, providing an overall description of each course and making definite suggestions for the infusion of environmental education into the appropriate courses. Part IV focuses on the critical variables of instruction and successfully seeing these outcomes realized in students. It also describes the General Teaching Model (GTM), resources for instruction, inventorying community resources available for instruction, the use of field trips, and problem solving as a strategy for environmental education. Part V presents example infusion activities for use in the TEP. (KR)

ED 328 086 FL 019 055

von Kugelgen, Rainer

Interactional Problem-Solving in Mathematic Lessons: A Transcript Analysis.

PUB DATE- Apr 90

NOTE- 10p.; Paper presented at the Meeting of the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics, 9th, Thessaloniki, Greece, April 15-21, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; Communication Problems; Comparative Analysis; Concept Formation; Epistemology; Foreign Countries; *Interaction; *Learning Processes; *Mathematical Concepts; *Mathematics Instruction; *Problem Solving

Difficulty in comprehending mathematical concepts is a consequence of the system of knowledge acquisition prevailing in schools, and more specifically, of the typical pattern of classroom interaction. In the common task-setting/task-solving pattern, the teacher divides the subject matter into segments. Students are involved interactively in developing isolated solution proposals to the tasks set for them. However, the subject matter is fragmented and decontextualized. This approach is particularly inadequate for mathematics instruction. An example of student-teacher classroom interaction illustrates how focusing on the teacher's agenda deprives the student of the opportunity to solve the problem in his or her own way. Placement of the problem in its appropriate context is necessary for thorough comprehension of mathematical concepts. (MSE)

ED 328 148 HE 024 201

Diversity and Excellence in Education: An Integrated Approach to Improving Accessibility at the University of Winnipeg. The Final Report of the President's Task Force on Student Accessibility at The University of Winnipeg.

Winnipeg Univ. (Manitoba).

PUB DATE- Sep 90

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accessibility (for Disabled); *Access to Education; College Admission; College Environment; Community Involvement; Curriculum Evaluation; *Educational Discrimination; *Educational Improvement; Higher Education; Institutional Research; *Policy Formation; Postsecondary Education; *School Policy; Student Needs; Student Personnel Services; Teacher Attitudes

IDENTIFIERS- *University of Winnipeg (Canada)

This report presents the results of a study conducted by the University of Winnipeg, Manitoba, Canada to review the university's policies towards those groups within Canadian society which have low participation rates in post-secondary education. Following the introduction, the section, "Accessibility and the University of Winnipeg," evaluates some recent developments in academic accessibility programming at the university. The section, "University Life and Culture," explains the importance of the relationship between what the school identifies as the culture of the university and accessibility. Student services are the focus of "Options for Improving Student Services." The section "Curriculum, Teaching, and Scholarship: Statement of Objectives" identifies the values and attitudes that shaped the recommendations in the areas of teaching, curriculum, and research. Next, "Proposals on Curriculum," focuses on student retention, particularly in the first year. In "General Curriculum Revisions and Accessibility," the university is urged to initiate a comprehensive development of its curriculum regarding matters of gender, race, ethnicity, class, and disability. "Promotion of the Value of Teaching" presents the recommendation that faculty members be encouraged to explore new pedagogical assumptions and approaches that will improve the classroom experience for students and faculty. Finally, the section "Coordinating and Evaluating Accessibility Initiatives," concludes the report with a statement for the need to ensure the effective coordination and evaluation of accessibility initiatives over the coming years. An appendix and summary of recommendations are included. (GLR)

Abraham, Ansley A.
Racial Issues on Campus: How Students View Them.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Black Colleges; *Black Students; Colleges; College Students; Higher Education; *Minority Groups; Racial Composition; Racial Discrimination; *Racial Relations; *Student Attitudes; Universities; *White Students

A Southern Regional Education Board (SREB) study was conducted in 1988 to examine perceptions of college climate among black students at predominantly white colleges and white students in historically black colleges. Data were obtained from 20 historically black and 20 predominantly white institutions which participated in the 1977 and 1978 SREB studies, including Alabama State, Jackson State and Mississippi State Universities, and University of Maryland-College Park. Returned surveys (N=4,853) were analyzed for information on the student demographics, racial attitudes, satisfaction with institution, minority recruitment, college choice, and academic and social climate. Analysis underscored the need for colleges and universities in the SREB region to re-examine the status of minority students on campuses. Study findings included the following: (1) opinions about campus climate most often reflected status and not race; (2) students generally expressed open-mindedness toward race relations; (3) many white students opposed special considerations for minorities; (4) students questioned the sincerity of minority recruitment efforts and only in this case did opinions diverge along racial lines; and (5) minority group students indicated a lack of opportunity to express their concerns. Fourteen tables are included. (LPT)

ED 328 211 IR 014 732

Barker, Philip; And Others
Papers of the ELF Project .
PUB DATE- Mar 90
NOTE- 17p.; Papers presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Networks; Computer Software Development; Foreign Countries; Higher Education; Information Technology; *Microcomputers; Student Attitudes; Teacher Attitudes; Technological Advancement
IDENTIFIERS- *Electronic Learning Package Factory; England; University of Bradford

The five papers in this collection discuss various aspects of the Electronic Learning-Package Factory (ELF) project at the University of Bradford in England. In the first paper, "Adoption of CAL in Higher Education: A Cooperative Approach to Research, Development and Implementation," Philip Barker considers the opportunities for collaborative implementation of simple user-friendly software tools in computer assisted learning (CAL) in higher education. In the second paper, "The Computerisation of a UK University: The Bradford Experience," Tom Stonier, Stephen J. Fallows, and Andrew Radtke examine the background to the computerization project and the rationales behind providing networking facilities to the entire campus and encouraging ownership of microcomputers. In the third paper, "The Development of ELFsoft: A User-Friendly CAL Authoring System," T. R. King and S. J. Fallows examine a form-based design system called the ELF Starter Pack, which can be used by novice computer users to generate simple but sophisticated software. The features and technical requirements of the ELF Starter Pack are reviewed by T. R. King and S. J. Fallows in the fourth paper, "ELFSoft: A Simple But Effective CAL Authoring System." (In the fifth paper, "A Study of Attitudes towards Computerisation of the University of Bradford," A. L. Radtke and T. Stonier describe a survey of 190 students and 321 faculty designed to ascertain their opinions on computerization of the university, as well as to collect data on their current and projected usage of microcomputers. (DB)

ED 328 226 IR 014 824

Watt, Daniel Lynn; Watt, Molly Lynn

How Teachers Improve Their Practices through Action Research: The Case of the Logo Action Research Collaborative.

PUB DATE- Jul 90

NOTE- 11p.; Paper presented at the World Conference on Computers in Education (Sydney, Australia, July 9-13, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Action Research; *Computer Assisted Instruction; Elementary Education; Inservice Teacher Education; Microcomputers; Participant Observation; Postsecondary Education; *Professional Development; Programing Languages; Teacher Improvement; *Teacher Workshops

IDENTIFIERS- *LOGO Programing Language

The Logo Action Research Collaborative is creating a professional development program in the Newton (Massachusetts) schools which is based on action research and designed to support teachers and improve the use of Logo computer-assisted instruction in their classrooms. During the 1 year workshop, teachers work collaboratively on Logo programming projects, learn to define research questions, and identify ways to gather data that fit in with their teaching approaches. Teachers keep journals in which they write down classroom observations, and these are analyzed together with samples of student work. Through direct involvement in research teachers gain insights about the teaching and learning in their own classrooms, and, at the same time, come to recognize and respect their own and their colleagues' ideas. In addition to developing a set of materials and activities to support experienced Logo teachers in carrying out action research activities with a focus on Logo learning, the Logo Action Research Collaborative is supporting school district personnel in leading research meetings with teachers in their own districts. (27 references) (DB)

Alexander, Margaret
Acquired Immune Deficiency Syndrome, AIDS: A Selected Bibliography of Federal Government Publications. Research Guide 90 104.
Auburn Univ., AL. Univ. Libraries.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Health; Drug Abuse; *Drug Therapy; *Federal Legislation; *Government Publications; Government Role; *Health Education; Health Personnel; *Medical Research; Minority Groups; Public Agencies

This research guide presents a selected bibliography of federal government publications about the Acquired Immune Deficiency Syndrome (AIDS). These documents are listed in five categories: (1) Bibliographies (7); (2) Congressional Publications (69 hearings and reports); (3) Executive Branch Publications (43 reports); (4) Federal Government Periodicals (34 articles); and (5) Government Statistical Publications (10 reports). Agencies producing the majority of these publications include the Centers for Disease Control; the Department of Health and Human Services; the National Cancer Institute; the National Center for Health Services Research and Health Care Technology Assessment; the National Center for Health Statistics; the National Institutes of Health, Justice, Mental Health, and Alcohol Abuse and Alcoholism; the National Institute on Drug Abuse; the National Library of Medicine; the Public Health Service; various committees of the House of Representatives and the Senate; and the Office of Technology Assessment. The topics covered include AIDS and children; the federal response to the AIDS epidemic; AIDS education, care, and drug development; condom advertising; the protection of health care workers against the AIDS and Hepatitis B viruses; operational aspects of AIDS research; intravenous drug use; the impact of AIDS on the Black and Hispanic communities; AIDS testing; medical testing and health insurance; AIDS in the military; and AIDS in prisons and correctional facilities. Each entry includes the government agency responsible for the report, the title, publication date, and the SuDocs (Superintendent of Documents) call number. (MAB)

ED 328 286   IR 053 447

Howrey, Mary M.
School Partners in ILLINET. Automation Options for School Library Resource Sharing in Illinois. Final Report and Partners in ILLINET. Special Report.
Information Organizers of the Fox Valley, Inc., North Aurora, IL.
PUB DATE- Jun 90
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Interpretation; Elementary Secondary Education; *Learning Resources Centers; *Library Automation; *Library Networks; Library Research; Library Surveys; Online Catalogs; Public Libraries; School Libraries; *Shared Library Resources; State Programs
IDENTIFIERS- Illinois Library and Information Network; Library Services and Construction Act; Retrospective Conversion (Library Catalogs)

This study was funded by the Library Services and Construction Act (LSCA) to enable the Illinois School Library Media Association (ISLMA) to plan the automation of the state's school libraries. The research was intended to identify current national programs of interest to ISLMA, identify current automation programs within Illinois library systems, and define automation options available to ISLMA. School librarians in 37 states were surveyed to reveal the extent of existing automation and resource sharing in their libraries; three states--New York, Pennsylvania, and Wisconsin--described programs involving a majority of the school libraries in the state. It was discovered that several pre-existing programs in Illinois--ILLINET Online, various system databases, Chicago Schools Project Inform--offer a good foundation for expanding access to school holdings. In addition, data were gathered on the wide variety of vendor technologies and product costs. On the basis of this research recommendations were made to the ISLMA which include the continued promotion of resource sharing and SILO (Serials of Illinois Libraries Online), developing awareness of telecommunications technology, utilization of the research material and statistical data collected by the survey, development of statewide guidelines for school automation, and the continuation of more grant-funded proposals and projects. Appended materials include copies of the survey questionnaire and forms, an automation product vendor list, and retrospective conversion costs. The special report provides a summary of the survey and its findings. (52 references) (MAB)

ED 328 300 JC 910 089

Meltesen, Cal; Lucas, John A.
Follow-Up Study of 1987 Harper Transfer Alumni. Volume XVIII, No. 7.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 28 Feb 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Alumni; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; *Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In an effort to evaluate how well William Rainey Harper College (WRHC) prepares its students to transfer into baccalaureate degree programs, a survey was conducted of all 841 transfer-oriented students who reached 48 or more semester hours during the 1986-87 academic year. Students were asked about their current status, their evaluation of WRHC, and their activity pattern while at Harper. Results were compared with previous years' study results. Study findings, based on a 75% response rate, included the following: (1) 39% of the respondents were employed full-time, a decrease of 2% from the 1985 group; (2) 74% were enrolled in college a year after leaving WRHC, compared to 63.5% of the 1985 group; (3) most students who transferred to senior institutions were business majors while at WRHC; (4) 34% of the respondents who did not get a degree at WRHC stated that they preferred to transfer to another college; (5) 19.7% of the respondents were still enrolled at WRHC, the highest percentage since 1979; (6) 14% of the respondents were employed as unskilled labor, a noticeable increase from previous years; (7) the average salary of alumni was $20,765 per year; (8) 52.7% of the transferring alumni stated that all of their courses from WRHC were transferred to their four-year institutions; (9) 60% of the transfer students earned a grade point average (GPA) of 3.0 or better at their four-year institutions; (10) as in previous years, the GPA's earned at four-year institutions were higher than those earned at Harper; and (11) most alumni considered WRHC very valuable as a stepping stone to a four-year college. Sample narrative responses to open-ended questions and the survey instrument are included. (GFW)

Abood, Nancy V.; And Others
Community College of Rhode Island: Annual Report, 1989-90.
Community Coll. of Rhode Island, Warwick.
PUB DATE- 90
NOTE- 40p.; For a 25-year history of Community College of Rhode Island, see ED 311 992.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Graduates; College Programs; Community Colleges; *Educational Finance; *Educational Trends; *Enrollment Trends; Extracurricular Activities; *Institutional Characteristics; Multicampus Colleges; School Personnel; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Community College of Rhode Island

A narrative account of the achievements of the Community College of Rhode Island (CCRI) during the 1989-90 academic year is presented in this annual report, along with historical and current data on enrollments, programs, staff, and finances. Following an essay by the college president, Edward J. Liston, on the highlights of the past year, a discussion is provided of: (1) the establishment of a new permanent campus in Providence; (2) 1989-90 enrollments; (3) program highlights, including the 2 + 2 Tech-Prep Associate Degree Program, the Cooperative Education Program, the Center for Business and Industrial Training, the Honors Program, the Minority Mentor Program, community service programs, and the college's grant programs; (4) the special achievements and activities of faculty and staff members; (5) student activities, including study abroad, participation in the Annual Black Ships Festival, the establishment of a planning and advisory panel on student life, the "Tuesday Talks" lecture series, athletics and inductees into the Athletic Hall of Fame, and community recreation programs; and (6) facility use by community organizations. The remainder of the report provides longitudinal data on changes in student characteristics (i.e., sex, age, race, and residency) between 1985-86 and 1989-90; fall enrollments from 1976 to 1989; characteristics and goals of 1989 incoming students; full- and part-time enrollments between 1985-86 and 1989-90; off-campus credit enrollments by site; follow-up data on 1988 and 1989 graduates; CCRI transfers to other Rhode Island colleges; non-credit enrollments between 1985-86 and 1989-90; enrollment and graduates by program of study between 1985-86 and 1989-90; faculty characteristics and rank; staff characteristics; tuition and fees between 1970-71 and 1990-91; general education revenues and expenditures between 1976-77 and 1989-90; and student financial aid between 1986-87 and 1988-89. Finally, a brief description of the CCRI Foundation is provided, along with a list of the foundation's officers and trustees. (GFW)

ED 328 341 PS 019 202

Peters, Donald L.

Critical Policy and Research Issues for Early Childhood and Elementary Education.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 89
NOTE- 55p.; "Commissioned paper."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Early Childhood Education; *Educational Policy; Educational Practices; *Elementary Education; Kindergarten; Leadership; *Professional Development; Program Effectiveness; *Research Needs; State of the Art Reviews; Systems Approach; Teacher Education; Test Use; *Transitional Programs
IDENTIFIERS- Developmentally Appropriate Programs; *Research Results

This paper focuses on: (1) prevalent assumptions and weaknesses underlying research on preschool programs for 3- to 5-year-olds; (2) issues concerning transition to kindergarten and early elementary grades; (3) the preparation of early childhood personnel; and (4) critical research needs. The review of research findings prompts questions about the advisability of: (1) initiating center- or classroom-based programs for all children regardless of their developmental level or socioeconomic status; (2) the trend toward increased emphasis on academic achievement in the early childhood curriculum in public and private preschools and in early intervention programs for low-income and developmentally delayed children; and (3) leaving unchecked the global enthusiasm for early childhood education as a way of "saving" today's children. The discussion of transition to kindergarten views kindergarten (and perhaps the first three grades) as a developmental transition in the educational process rather than as a discrete curriculum entity. Implications of this view are pointed out. The discussion of the preparation of personnel argues for a systematic plan of personnel development that includes five tiers of activity ranging from in-service training to senior leadership preparation. Four main themes for future research are pointed out. Four figures illustrate, respectively, the delivery modes of the Head Start program, and the parent and child effects of the Center-Based, Home-Based, and Home/School programs. Seventy-eight references are included. (RH)

ED 328 389   RC 017 984

Blue Bay: A Tribal Approach to Fighting Alcohol and Drug Abuse. Our Way of Healing.

Native American Development Corp., Washington, DC.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; Community Centers; Community Programs; Family Counseling; Family Programs; Milieu Therapy; *Rehabilitation Centers; *Reservation American Indians; *Substance Abuse; *Therapeutic Environment; Tribes
IDENTIFIERS- *Confederated Salish and Kootenai Tribes; Cultural Values; *Healing

The best means for fighting alcohol abuse in a Native American community is one that has been developed by the community itself. The Blue Bay Healing Center of the Confederated Salish and Kootenai Tribes (Flathead Indian Reservation, Montana) is an example of two tribes taking responsibility for alcoholism and its control. In designing and operating Blue Bay, the Salish-Kootenai people used a six-step process: looking at the problem face-on, assessing relevant cultural values, identifying four healing principles that support tribal values, assessing local resources, outlining and implementing an action plan, evaluating and starting the process over again. An earlier program focusing on detoxification had not been successful. The tribe set aside 10 acres with old lodges and cabins as a healing center. When an individual returns from residential treatment, he or she is joined by family members at the center, in an environment supported by trained staff and other recovering tribal members. Together the family learns about alcoholism, practices Indian traditions, learns parenting and intra-family communication techniques, and identifies its own resources. The healing center also offers special short-term residential learning programs (such as for young children of alcoholics), hosts social support groups, and provides a place for sober community recreational activities. (SV)

ED 328 422 SE 051 897

Davis, Robert B., Ed.; And Others
Constructivist Views on the Teaching and Learning of Mathematics. Journal for Research in Mathematics Education: Monograph No. 4.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 90
NOTE- 220p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Discovery Learning; Educational Environment; *Elementary School Mathematics; Elementary Secondary Education; Learning Activities; *Learning Theories; Mathematics Education; *Secondary School Mathematics; *Theory Practice Relationship
IDENTIFIERS- *Constructivism

This monograph represents 5 years of collaborative discussions among individuals interested in improving the teaching and learning of mathematics beginning in 1985 with the planning of a conference and culminating in the production of this collection of 13 papers to be presented at the conference. Chapters include: (1) an introduction "Constructivist Views on the Teaching and Learning of Mathematics"; (2) "Constructivism in Mathematics Education" (Nel Noddings); (3) "An Exposition of Constructivism: Why Some Like it Radical" (Ernst von Glasersfeld); (4) "Epistemology, Constructivism, and Discovery Learning Mathematics" (Gerald A. Goldin); (5) "Children's Learning: A Cognitive View" (Arthur J. Baroody & Herbert P. Ginsburg); (6) "The Nature of Mathematics: What Do We Do When We 'Do' Mathematics?" (Robert B. Davis & Carolyn A. Maher); (7) "Teacher's Learning: Building Representations of Children's Meanings" (Carolyn A. Maher & Robert B. David); (8) "Discovery Learning and Constructivism" (Robert B. Davis); (9) "What Constructivism Implies for Teaching," (Jere Confrey); (10) "Classrooms as Learning Environments for Teachers and Researchers" (Paul Cobb, Terry Wood, & Erma Yackel); (11) "Teacher Development in Mathematics in a Constructivist Framework" (Carolyn A. Maher & Alice Alston); (12) "On the Knowledge of Mathematics Teachers" (Leslie P. Steffe); and (13) a conclusion, "Suggestions for the Improvement of Mathematics Education" (Robert B. Davis, Carolyn A. Maher & Nel Noddings). (CW)

ED 328 509 SO 030 488

Jacobson, Jodi L.
The Global Politics of Abortion. Worldwatch Paper 97.
Worldwatch Inst., Washington, D.C.
PUB DATE- Jul 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abortions; Current Events; Family Planning; Foreign Countries; *Global Approach; International Studies; Moral Issues; Political Issues; Public Health; Social Problems; Womens Studies; World Affairs; World Problems

Locating the issue of abortion in a global public policy context, with the array of public health, human rights, and social questions that are implicated, is the aim of this paper. Abortion laws around the world have been liberalized since the 1950s, with a resultant decrease in abortion-related mortality among women. The proportion of the world's population, governed by laws that permit abortion on medical or broader social and economic grounds, is 75 percent (nearly 4 billion people). In addition to women living in those countries that have resisted liberalization of their abortion laws, many women have restricted access to abortion, even those in countries in which abortion is technically legal. There are a number of reasons for this, including a lack of government or public commitment to provide or fund services, lack of trained specialists, administrative roadblocks, a woman's ability to pay, and a lack of truthful information about legal rights and services. Abortion rates from countries around the world are examined and discussed in terms of the varying demographic and social realities. The large number of maternal deaths due to abortion that still occur is not due to a deficiency in technology, but a deficiency in the value placed on women's lives. The numerous roadblocks to safe abortion services drive women to seek illegal or clandestine abortions that greatly endanger their lives. The debate surrounding abortion has been too often portrayed as a conflict between black and white hues. The debate needs to take place in a larger context, complete with public health, family planning, and human rights concerns. Equality of political rights for women, and likely the lives of many, hinges on political decisions regarding abortion. (DB)

ED 328 490 SO 021 112

UNESCO and Africa.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; *Developing Nations; Economic Development; Educational Development; Foreign Countries; Foreign Culture; International Cooperation; *International Programs; Scientific and Technical Information; Social Sciences; Technical Assistance
IDENTIFIERS- *Africa; *UNESCO

A summary of UNESCO action in Africa over the past decade is presented. Efforts to aid African nations develop in the fields of education, science and technology, social sciences, culture, and communication and information are described. Appendices list the permanent African delegations to UNESCO; UNESCO established offices in Africa also are described. (DB)

ED 328 133 HE 024 178

Mortenson, Thomas G.

Equity of Higher Educational Opportunity for Women, Black, Hispanic, and Low Income Students. ACT Student Financial Aid Research Report Series 91-1.

American Coll. Testing Program, Iowa City, Iowa.

PUB DATE- Jan 91

NOTE- 141p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Access to Education; Black Education; College Choice; College Preparation; Economically Disadvantaged; *Educational Opportunities; *Educational Trends; *Equal Education; *Higher Education; Hispanic Americans; Student Attrition; Womens Education

IDENTIFIERS- Higher Education Act 1965

This report presents the results of a study that was conducted concerning the progress through the educational system, since the enactment of the Higher Education Act of 1965, of four large groups of Americans: women, Blacks, Hispanics, and low family income students. The study found that women have made steady and substantial progress over the last 40 years compared to men, and by the late 1980s, their chances of earning a baccalaureate degree were very nearly equal to those of men. The progress of Blacks compared to Whites was stalled after the mid-1970s. Progress in high school graduation and college access was offset by increased attrition in college. Consequently, Blacks' chances for a baccalaureate degree remained only half those of Whites. The low-income family student's chances of earning a baccalaureate degree improved during the 1970s, but was found to be deteriorating sharply during the 1980s. Educational equity achieved by Hispanics as a whole was found to parallel that of Blacks. For Mexican-Americans, however, nothing seems to have helped improve their preparation for and participation in American higher education by the late 1980s. Contains 113 graphs, 10 tables, and 24 references. (GLR)

ED 328 164 HE 024 217

Molla, Bekele; Westbrook, Franklin D.

White Student Attitudes about African American Students in a University Setting. Research Report #9-90.

Maryland Univ., College Park. Counseling Center.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Black Students; Classroom Environment; College Environment; College Students; Higher Education; Interpersonal Relationship; *Racial Attitudes; *Racial Bias; *Racial Relations; *Student Attitudes; White Students
IDENTIFIERS- African Americans; *University of Maryland College Park

This report presents the results of a study that compared the attitudes of White university students toward African American students and discusses their perceptions about the classroom and campus environments. The study revealed that White students who had shared a dormitory room with a person of a different racial group and evaluated the experience as good, expressed more positive attitudes about African American people than those who labelled their experiences as bad. Similarly, White students who were enrolled in classes taught by African American instructors expressed less hostility toward African American students. Positive attitudes toward African American students were related to White students' expressions of positive self-confidence, a sense of security in the academic environment, appreciation of interracial interactions, and recognition of contributions by women to academia. Contains 16 references. (Author/GLR)

ED 328 196 HE 024 257

Fraser, J. A. H.

Student Reaction to Contract Grading.

PUB DATE- 2 Nov 90

NOTE- 23p.; Paper presented at the Conference of Atlantic Educators (Halifax, Nova Scotia, Canada, November 2, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Education Majors; Foreign Countries; *Grading; Graduate Study; Higher Education; Participant Satisfaction; *Performance Contracts; *Program Effectiveness; *Student Attitudes; Student Evaluation; Undergraduate Study

IDENTIFIERS- Acadia University NS

Opinions of contract grading were received from 51 undergraduate education majors and 28 graduate students majoring in education in Acadia University (Nova Scotia, Canada). Students at both educational levels reacted to contract grading in a clear and decisivly positive manner. They agreed that the grading system and assignments were made clear from the beginning, that the system was appropriate, and that grades were assigned fairly. When asked to rank the effectiveness and importance of the various aspects of contract grading, students reported that the key elements were the control they felt they had over the determination of their grades, the clearly stated expectations for performance in the course, criterion referencing of assignments, and the mastery approach to learning. An appendix describes contract tasks required for successful completion of a sample course, and another appendix contains the survey questionnaire. (11 references) (JD)

ED 328 241 IR 014 848

Index to Courseware on Advisory Lists: January 1986-November 1990.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
PUB DATE- Oct 90
NOTE- 25p.; For 1990 Advisory Lists, see ED 320 533, ED 320 568, and IR 014 847.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communication Skills; *Computer Assisted Instruction; Computer Literacy; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Guidance Programs; Health Education; Information Sources; *Mathematics Instruction; Problem Solving; Programing; Science Education; Social Studies; Standardized Tests; Vocational Education

This document contains a list of microcomputer courseware titles which appeared on the Advisory Lists of Computer Courseware between January 1986 and November 1990. Courseware is first presented alphabetically by title with producer, grade level, and reference for the full citation included. Courseware is then presented by the following subject areas: (1) Arts Education (8 titles); (2) Computer Literacy (10 titles); (3) Communication Skills (125 titles); (4) Guidance (5 titles); (5) Healthful Living (9 titles); (6) Mathematics (120 titles); (7) Media (22 titles); (8) Management (5 titles); (9) Multiple Subject Areas (9 titles); (10) Problem Solving (13 titles); (11) Programming (2 titles); (12) SAT Preparation (9 titles); (13) Science (83 titles); (14) Social Studies (70 titles); (15) Utility (34 titles); (16) Vocational Education (12 titles); and (17) Word Processing (1 title). Again, each listing includes producer, grade level, and reference for the full citation. (DB)

ED 328 271 IR 053 429

Walker, Walt Cat
Gay and Lesbian Studies. A Research Guide for the UCLA Libraries.
PUB DATE- Apr 90
NOTE- 145p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Higher Education; *Homosexuality; Information Needs; Information Seeking; *Information Sources; *Lesbianism; Life Style; *Reference Materials; *Search Strategies
IDENTIFIERS- University of California Los Angeles

Designed to aid students and other researchers in finding information about gays, lesbians, and homosexuality, this guide contains a collection of annotated bibliographies, or pathfinders, of both gay and general reference sources in each of 14 disciplines and lists of some major gay and lesbian works in each area. The materials listed are based upon the University of California, Los Angeles library collections, and they include gay and lesbian interdisciplinary reference sources, gender studies reference sources, popular/general interest reference sources, other interdisciplinary reference sources, autobiographies and biographies, essay collections, interdisciplinary periodicals, and nonfiction prose. Materials listed for each of the disciplines may include indexes, encyclopedias and handbooks, bibliographies, directories, and dictionaries. The disciplines covered are the arts, literature, philosophy, religion, history, social sciences, anthropology, education, sociology, psychology, sexuality, health science, business, and law. Introductory materials provide a brief overview of the current status of gay and lesbian studies programs and the availability of information in this area, as well as explanations of how to use this guide and how to search for information in gay and lesbian studies. The pathfinders are followed by a list of other resources for research, a guide to the use of gay-related terms in several online databases, and a title index to the reference works. (MAB)

Knight, William E.
Regional Campuses Alumni Survey of 1987, 1988, and 1989 Associate Degree Recipients.
Kent State Univ., OH. Regional Campuses. Office of Academic Assessment and Evaluation Services.
PUB DATE- Aug 90
NOTE- 122p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Alumni; Ancillary School Services; Associate Degrees; *College Graduates; College Transfer Students; Community Colleges; Employment Patterns; Graduate Surveys; *Participant Satisfaction; Program Evaluation; Questionnaires; Student Educational Objectives; Two Year Colleges; Vocational Followup
IDENTIFIERS- Kent State University OH Regional Campuses

In 1990, a survey was conducted of alumni of the regional campuses (RC's) of Kent State University who received an associate degree in 1987, 1988, or 1989. Surveys were mailed to all 1,189 alumni, requesting information on their demographic characteristics, goals, education and employment experience, and satisfaction with the programs and services at the RC's. Study findings, based on a 30.5% response rate, included the following: (1) 66% of the respondents were female, 94% were white, 31% were between 31 and 40 years of age, 51% had been enrolled part time, and 89% were currently employed; (2) 24% of the respondents had enrolled at another college after completing their RC programs, though 48% indicated that their ultimate educational goal was to receive a bachelor's degree; (3) of the 189 respondents who evaluated the job preparation they received at the RC's, 32% gave the colleges an "excellent" rating, 39% said they had received "good" preparation, 24% felt they had gotten "adequate" preparation, and 5% felt their preparation was "inadequate"; (4) 92% of the respondents indicated that the ability to think critically was important in their current situation and, of these, 59% felt that the RC's had been effective in developing such skills; (5) engineering/technology, nursing, and business employed the largest percentages of alumni; (6) 76% of the alumni reported that their overall satisfaction with the RC's was "high" or "very high," although several respondents cited inadequacies in the career planning and career placement services; and (7) 20% of the respondents earned their associate degree in 2 years, while 33% took 3 years to complete their degree. Data tables, selected open-ended comments, and the survey instrument and cover letter are included. (JMC)

ED 328 359 PS 019 409

Objectives in Early Childhood Education: Seminar Proceedings
(Wellington, New Zealand, October 1988).
New Zealand Council for Educational Research, Wellington.
PUB DATE- Oct 88
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Curriculum Development; *Early Childhood Education; *Educational Objectives; *Educational Principles; Ethnic Groups; Foreign Countries; Guidelines; Literature Reviews
IDENTIFIERS- *Maori (People); *New Zealand

A seminar was held to review early childhood objectives in the context of accountability and to discuss ways to translate these objectives into a practical form. An introductory session listed basic principles underlying early childhood care and education at New Zealand's Trust centers. Subsequent presentations provided: (1) a literature review of national and international objectives of early childhood education and care; (2) a discussion of curriculum objectives in early childhood education; (3) a discussion of principles behind the development of objectives; and (4) a description of Te Kohanga Reo, a total immersion program for Maori preschoolers that is organized by the Maori community and in which Maori is spoken. Notes on group discussions are provided. Also included is a statement on the curriculum in early childhood education, subsections of which provide a definition and a list of 15 basic principles. (RH)

ED 328 375 RC 017 789

Rural Education in the South. Bulletin of the Department of Rural Education.

National Education Association, Washington, D.C. Dept. of Rural Education.

PUB DATE- Feb 30
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Black Education; Consolidated Schools; Educational Cooperation; *Educational History; Educational Needs; Elementary Secondary Education; Equal Education; Equalization Aid; Instructional Leadership; *Rural Education; *Rural Schools; Rural Sociology; School Supervision
IDENTIFIERS- *United States (South)

This collection of essays offers a picture of rural education in the American South in 1930. It opens with demographic data describing child-labor practices as a barrier to education. The following topics are discussed: (1) the achievements of Southern educators in the areas of school consolidation, funding, literacy, and black education; (2) ways of funding rural local school systems, and the issue of equitable funding distribution in Alabama; (3) instructional supervision in Southern rural schools, including supervision systems in Maryland, Alabama, and North Carolina; (4) adult education in South Carolina and the status of black education in the South; (5) the history of black education in the South with some contemporary demographic data and examples of milestone black education movements, which had generated slow progress; (6) the educational needs of farm residents, including vocational instruction and economic education in rural areas; (7) the economic, social, and cultural poverty of rural mountain regions and some attempts to form cooperative schools for mountain adults and youth; and (8) ways Southern educators might widen contacts and better establish the South in the "national order." The book calls for a revamping of standards, a new respect for ideas, and a deepened sense of educational cooperation. (TES)

ED 328 405 SE 051 877

Penick, John E., Ed.; Krajcik, Joseph, Ed.
Chemistry. Focus on Excellence, Volume 3, Number 2.
Iowa Univ., Iowa City. Science Education Center.; National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 52p.; For related documents, see SE 051 874-878, ED 243 689-691, ED 281 723-724, and ED 301 408.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biochemistry; *Chemistry; Critical Thinking; Demonstration Programs; *Excellence in Education; High Schools; *Innovation; Science Activities; *Science and Society; Science Curriculum; Science Education; *Secondary School Science; Teaching Methods; Technology
IDENTIFIERS- Project Synthesis

Eight examples of innovative and outstanding chemistry programs are described. These programs were selected using state criteria and at least four independent reviewers. While Project Synthesis offered a desired state, these examples of excellence provided views of what is already a reality. Included are the goals of an exemplary science program and the criteria for excellence. Programs described are: (1) "Chemistry for All"; (2) "Chemistry-Biochemistry"; (3) "Chemical Concepts Through Investigation"; (4) "High School Chemistry--An Equilibrium"; (5) "Using High-Interest Activities"; (6) "Chemistry: Three Courses, Five Levels"; (7) "Individualized Chemistry"; and (8) "Humor in Chemistry." An analysis of exemplars in chemistry is presented. (KR)

Smith, Valerie F.; And Others
Teaching the Science in Science Fiction.
PUB DATE- 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (New Orleans, LA, February 15-20, 1990). The appendix contains small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Middle Schools; Problem Solving; Reading Materials; Resource Materials; Science and Society; Science Education; *Science Fiction; *Scientific Literacy; Secondary Education; *Secondary School Science; *Teaching Methods; Technology

The use of science fiction can be a valuable tool for constructing a highly mental schema in a learner on which to build new learning, to stimulate creative problem solving, and to generate the flexibility needed for adjusting to a rapidly changing, progressively technological society. By using science fiction in a science class, a science teacher can focus on the science concepts around which the story is built. Identified from the reading, English, and social studies educational research literature are effective strategies for teaching concepts through reading, motivating children to read, examining values and social issues, and methods used specifically for teaching science concepts. Problems inherent in the use of literature in the classroom are examined and recommendations for solutions offered. A science fiction book list for use in the junior and high school classroom is appended. (KR)

ED 328 473 SO 021 041

Stanley, Julia

Doing Democracy: Case Study at Cato Park.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Democracy; *Educational Research; *Ethnography; Foreign Countries; Higher Education; *Interviews; *Research Methodology; Secondary Education; *Social Class; *Social Science Research; Student Attitudes
IDENTIFIERS- *England

This document describes the process of initiating an ethnographic research project at a non-elite school in England that asked the question: "Why do ordinary youngsters bother to go to school?" The study followed a selected group of students for 2 years of high school before they took the public examinations at age 16. The school was analyzed from the standpoint of an outsider using insider knowledge from trusted informants; in general, a "democratic" or collaborative approach was followed. Findings and interpretations, published in "Marks on the Memory" (Stanley, 1989), showed that what students got out of Cato Park school depended on where they fit into the school's class system and where they belonged on a spectrum of gender and ability. The main focus of the document is the process of participatory research, including the effort to make results meaningful to participants and insight acquired about the process from other researchers' work. (NL)

ED 328 087 FL 019 056

von Kugelgen, Rainer
Comprehension and Communicative Evidence in Operative Mathematics Instruction.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Meeting of the World Congress of Applied Linguistics (International Association of Applied Linguistics) (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Concept Formation; Epistemology; Foreign Countries; *Learning Processes; *Mathematical Concepts; *Mathematics Instruction

Most students leave school with good or acceptable grades in mathematics, despite the fact that very few actually grasp basic mathematical concepts. Schools appear to be providing ways of acquiring the necessary knowledge without promoting true mathematical comprehension. This is made possible by reducing mathematics, cognitively, to a merely operative level and making unnecessary the integration of conceptualizations into a solution process. Students monitor, interpret, and evaluate the teacher's verbal and non-verbal behavior for recognizable patterns. The structures of this interactive process, and of the subject matter, allow students to limit their solutions to the options made available to them, and manage to produce objectively adequate but not creative solutions. These minimally productive patterns of classroom interaction should be further studied. (MSE)

Turner, Susan, Ed.
The Literacy Issue: Feminist Perspectives on Reading and Writing.
International Council for Adult Education, Toronto (Ontario).
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adult Education; Educational Objectives; Feminism; Foreign Countries; Instructional Materials; *Literacy Education; *Networks; Program Descriptions; Resource Centers; *Womens Education; Workshops
IDENTIFIERS- *International Literacy Year 1990

A special issue of a journal devoted to women's literacy education contains the following articles: "Literacy: A Tool for Empowerment of Women?" (Agneta Lind); "Khulumani Makhosikazi: Women and Literacy...Some South African Women Speak" (Dawn Norton, Carola Steinberg); "Tomorrow Will Be Different: A Literacy Course for Women--An Experience from Santiago, Chile" (excerpted from a book by Peggy Moran and Monica Hingston); "Keeping the Circle Strong: Native Women's Resource Centre, Toronto, Canada" (a group interview); "On the Training of Tutors for Women's Literacy: A Woman's Experience with Women in Greece" (Danae Vaikoosi); "Expanding the 'Generative Word' Process: Women's Iron Will, Haiti" (Beate Schmidt); "Publishing Women's Stories: Parkdale Project Read, Toronto, Canada" (Janet Ryan and others); "Developing Reading and Writing Skills: SISTREN's Research Workshop" (Honor Ford-Smith); "A Literacy Kit for Peasant Women in Mexico" (Leonor Aide Concha, Maria del Carmen Montes, Sylvia Van Dyck); "1990 International Literacy Year: Agenda, Comments, Challenges"; "Five Challenges to Women's Literacy"; "Deepening the Issues and Objectives of ILY" (Judith Marshall); and "Sobering Thoughts: Literacy for What? Strategies with Women in Mind" (Lalita Ramdas). Also included is a "letters" section containing program descriptions, ideas, and network-building information from various parts of the world, and a section announcing and reviewing resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 328 491 SO 021 113

Haas, Mary E.

Teaching about Women and the Vietnam War.

PUB DATE- Nov 90

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, California, November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Learning Activities; Secondary Education; Social Studies; Teaching Methods; *United States History; *Vietnam War; *War; *Womens Studies

Procedures for teaching about women and the Vietnam War using class activities and discussion questions are presented. The topics for which activities are suggested include: analysis of quotes by nurses and military women; dealing with the war-caused deaths; journalists; and civilian women. A list of seven references is included. (DB)

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DOCUMENT RESUME JUNE 1991 TO:ED 328 661

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DOCUMENT RESUME

ED 328 510 SO 030 489

Notable 1989 Children's Trade Books in the Field of Social Studies.
Children's Book Council, New York, N.Y.; National Council for the Social Studies, Washington, D.C.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Journal Articles (080)
DESCRIPTORS- Ancient History; Annotated Bibliographies; Biographies; Business; *Childrens Literature; Elementary Education; Environment; Folk Culture; Foreign Countries; Foreign Culture; Legends; Mythology; North American Culture; North American History; Primary Education; Rural Areas; *Social Studies; World History

The volumes selected for this annual annotated bibliography of children's books in the social studies: (1) are written primarily for children in grades K-8; (2) emphasize human relations; (3) present an original theme or fresh slant on a traditional topic; (4) are highly readable; and (5) have a pleasing format and, when appropriate, illustrations. Three reading levels--primary, intermediate, and advanced--are used. Books appear in the following categories: North American history, culture, and life; world history and cultures; biography; the examination of origins; rural and business life; environment; and folktales, myths, legends, fables, and stories. (DB)

DOCUMENT RESUME

ED 328 526 SP 032 838

Physical Education. Alabama Course of Study.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 89
NOTE- 87p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Athletics; *Course Content; Elementary Secondary Education; *Individual Development; Lifetime Sports; *Physical Education; Physical Fitness; *Program Design; Psychomotor Skills; State Curriculum Guides
IDENTIFIERS- Alabama

This bulletin prescribes the minimum course content for all physical education programs in the public schools of Alabama and is the basis from which physical education programs are developed by local education agencies. The document contains the following sections: (1) curriculum trends in physical education; (2) a conceptual framework for the K-12 physical education program; (3) the minimum required content for physical education programs for grades K-2, 3-6, 7-8, and the required course taken in grade 9 or 10; (4) elective courses in physical education; (5) the federal and state laws and the Alabama State Board of Education resolutions related to physical education; and (6) characteristics of an effective physical education program. In the section on minimum required content, the physical conditioning and sports skills for each grade level are outlined and expected student outcomes are detailed. Appendixes include a glossary of terms; time requirements for subject areas; and notes on study habits, homework, and student responsibility. (JD)

DOCUMENT RESUME

ED 328 543 SP 032 891

Brown, Sally
Planning Small-Scale Research. SCRE Spotlights, 27.
Scottish Council for Research in Education.
PUB DATE- Nov 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Case Studies; Data Collection; *Evaluation Criteria; Foreign Countries; Literature Reviews; Observation; *Research Design; Researchers; *Research Methodology; *Research Tools; Surveys

This paper discusses the nature of research and identifies some of the questions which it is important to address at the planning stage and to return to throughout the life of any research study. In a discussion of the nature of research, it is noted that research findings must be potentially generalizable. The criteria for identifying research questions are discussed and suggestions are made on research methods. The discussion covers the feasibility and/or appropriateness of approaches, such as surveys or case studies, and practical considerations, such as how extensively the literature should be reviewed and how to do data collection. It is pointed out that a researcher's responsibility also includes noting the limitations of the study. (JD)

DOCUMENT RESUME

ED 328 559 TM 014 727

Heyneman, Stephen P., Ed.; Fagerlind, Ingemar, Ed.
University Examinations and Standardized Testing: Principles, Experience, and Policy Options. World Bank Technical Paper Number 78. Proceedings of a Seminar on the Uses of Standardized Tests and Selection Examinations (Beijing, China, April 1985).
World Bank, Washington, D. C.
PUB DATE- Jan 88
NOTE- 235p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Academic Achievement; Admission Criteria; College Admission; *College Entrance Examinations; Comparative Analysis; Cross Cultural Studies; Developing Nations; Educational Assessment; Educational Improvement; *Educational Policy; Educational Quality; English; Foreign Countries; Higher Education; *Standardized Tests; Test Construction; *Testing Programs; Test Use; *Universities
IDENTIFIERS- Australia; *China; England; Japan; National Assessment of Educational Progress; Sweden; United States

In September 1984, the Chinese government asked the Economic Development Institute of the World Bank to assist the officials of the Chinese Ministry of Education in thinking through some policy options for examinations and standardized testing. This document summarizes the descriptions of testing programs and advice provided to these Chinese officials at a meeting held in April 1985. In addition to an introduction by S. P. Heyneman and I. Fagerlind, the following papers are provided: (1) "Admission to Higher Education in Japan" (T. Hidano); (2) "Examinations for University Selection in England" (J. L. Reddaway); (3) "Admission to Higher Education in the United States: The Role of the Educational Testing Service" (R. J. Solomon); (4) "Public Examinations in Australia" (J. P. Keeves); (5) "Education in Sweden: Assessment of Student Achievement and Selection for Higher Education" (S. Marklund); (6) "A Brief Introduction to the System of Higher School Enrollment Examinations in China" (L. Zhen); (7) "Designing the English Language Proficiency Test in China" (G. Shichun); (8) "Assessing the Quality of Education over Time: The Role of the National Assessment of Educational Progress (NAEP)" (A. E. LaPointe); (9) "Cross-National Comparisons in Educational Achievement: The Role of the International Association for the Evaluation of Educational Achievement (IEA)" (J. P. Keeves); (10) "Examinations as an Instrument To Improve Pedagogy" (A. Somerset); and (11) "Improving University Selection, Educational Research, and Educational Management in Developing Countries: The Role of Examinations and Standardized Testing" (S. P. Heyneman). Collectively, the papers contain 31 tables and 13 figures. (SLD)

DOCUMENT RESUME

ED 328 573 TM 016 072

Singer, Ronald S.
The Effect of Collaborative Testing on the Test Scores and the Classroom Attitudes of Junior High School PreAlgebra Students.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Testing; Grade 7; Grade 8; Grade 9; Junior High Schools; *Junior High School Students; *Mathematics Achievement; Questionnaires; *Scores; *Student Attitudes; Test Results; Test Use
IDENTIFIERS- *Collaborative Testing; Curriculum Based Assessment; Pre Algebra; *Testing Effects

The effect of collaborative testing on junior high school students' scores was investigated. Twenty-two students in grades 7, 8, and 9 were given curriculum-based tests in their pre-algebra classes. Some tests were taken individually in the traditional manner, and others were taken collaboratively by students in pairs over a 10-week period. Collaborative and individual scores were compared, and collaborative test scores for 1990 were compared with individual test scores for 1989. A questionnaire was administered to the subjects to determine their reactions to collaborative testing. Questionnaire results indicate that all students preferred the collaborative testing. Test scores showed a mean improvement of 9% over the 10 weeks, while the previous year's students, tested traditionally, had dropped 5% during the same time period. These findings indicate that: collaborative testing offers an effective way of improving achievement in certain classes, and student attitudes toward classes can be positively affected by collaborative testing. The study questionnaire and two tables of test results are appended. A 42-item list of references is included. (Author/SLD)

DOCUMENT RESUME

ED 328 588 TM 016 100

Prosser, Barbara

Use of the U-Method To Establish the External Validity of Discriminant Analysis Results.

PUB DATE- Jan 91

NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 25-27, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *Discriminant Analysis; Monte Carlo Methods; *Prediction; *Validity

IDENTIFIERS- Empirical Methods; *External Validity; Jackknifing Technique; *U Method; Validation Verification and Testing Techniques

Accurate classification in discriminant analysis and the value of prediction are discussed, with emphasis on the uses and key aspects of prediction. A brief history of discriminant analysis is provided. C. J. Huberty's discussion of four aspects of discriminant analysis (separation, discrimination, estimation, and classification) is cited. Predictive accuracy results when an investigator understands certain main rules and validation methods. The generalizability of discriminant analysis results, and external versus internal analysis are considered. Four traditional types of external validation methods are discussed: (1) the empirical method; (2) the holdout method; (3) Monte Carlo method; and (4) the random assignment method. Two non-traditional methods, the jackknife and the U-method, are also reviewed. Focus is on the U-method, which is illustrated using a hypothetical data set of 64 cases for which the actual classifications (four groups) are known. Four classification tables are provided, which demonstrate concepts such as hit rates, leave-one-out, and predictor ordering. A summary is presented to improve the interpretation of discriminant analysis results and multivariate procedures in general. A 15-item list of references is included, and selected file commands are outlined. (SLD)

DOCUMENT RESUME

ED 328 602 TM 016 133

What Is the Penny Buying for South Carolina? Assessment of the Fifth
Year of the South Carolina Education Improvement Act of 1984.
South Carolina State Dept. of Education, Columbia. Div. of Public
Accountability.
PUB DATE- 1 Dec 89
NOTE- 152p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Improvement;
Educational Trends; Elementary Secondary Education; *Program
Effectiveness; Program Evaluation; *Public Schools; School
Effectiveness; *State Legislation; Statistical Data
IDENTIFIERS- *South Carolina Education Improvement Act 1984

The Education Improvement Act (EIA), legislated in 1984, was one of the steps South Carolina has undertaken to reform and improve its system of public education. The EIA contained provisions addressing seven major educational goals: (1) raising student performance; (2) teaching and testing basic skills; (3) elevating the teaching profession; (4) improving leadership, management, and fiscal efficiency of schools at all levels; (5) implementing quality controls and rewarding productivity; (6) creating more effective partnerships; and (7) providing school buildings. To fund the program, the state's sales tax was raised one cent on the dollar. This assessment provides information on all of the EIA provisions. Most programs were in operation statewide, although some continue to be phased in. On almost every quantifiable indicator of quality, the data reflect a marked increase since passage of the EIA. Results from opinion surveys of students, teachers, and administrators reflect an endorsement of 80% or higher of the impact of the EIA. Specific information is presented on each of the goals addressed to serve as a reference for readers desiring a comprehensive overview and to provide a basis for the recommendations presented. Educational reform plans for the next 5 years and the state's Target 2000 legislation are considered. Appendix A contains the procedures used to conduct the evaluation surveys, and Appendix B summarizes the status of program implementation. An index to the EIA provisions is provided. There are 88 graphs and 86 tables throughout the report. (SLD)

DOCUMENT RESUME

ED 328 615 TM 016 154

Ave, Eunice
National Higher Education Statistics: Fall 1990. Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 18p.; Data Series: DR-IPEDS-90/91-1. Text contains light print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; *Degrees (Academic); *Enrollment; Estimation (Mathematics); Higher Education; *Institutional Characteristics; *National Surveys; Population Trends; *School Statistics; *Sex Differences; Statistical Data
IDENTIFIERS- *Integrated Postsecondary Data System

Preliminary statistics on enrollment and degrees awarded for higher education in the United States are summarized. The data are based on responses from 639 institutions of higher education on the Early Estimates Panel, a stratified random sample that is representative of the universe of 3,598 institutions of higher education in the nation in the 1989-90 academic year. Selected data items from the Integrated Postsecondary Education Data System "Fall Enrollment" survey and "Completions" survey were requested via telephone from the Early Estimates Representative of each institution in the sample between mid-October and mid-November 1990. The data were edited in light of previous years' survey responses, where available. The overall response rate for the 1990 "Early Estimates" survey was 99%. In 1990, fall enrollment in colleges and universities increased 3.4% over that for 1989. Total awards of associate and higher degrees rose about 2.7% in the 1989-90 academic year. Women accounted for almost all of the increase nationally. The nine tables presented show the following statistics, mostly by sex: (1) enrollment by attendance status, attendance level of student, and level and control of institution, for the fall of 1989 and 1990; (2) degrees conferred by control of institution and/or level of degree from 1969-70 to 1989-90; and (3) college-age population by age group from 1970 to 1990. (TJH)

DOCUMENT RESUME

ED 328 629 UD 027 796

Collins, Marva; Tamarkin, Civia
Marva Collins' Way. Second Edition.
PUB DATE- 90
NOTE- 248p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biographies; Educational Improvement; Elementary Education; *Elementary School Teachers; Excellence in Education; High Risk Students; Inner City; *Instructional Effectiveness; Low Achievement; Minority Group Children; *Nontraditional Education; Self Esteem; *Student Motivation; Teaching (Occupation); *Teaching Methods; *Teaching Styles; Urban Education
IDENTIFIERS- *Collins (Marva); Illinois (Chicago); Westside Preparatory School IL

This book describes the innovative teaching style and methods of Marva Collins, the founder and principal of the Westside Preparatory School in Chicago (Illinois). The book traces Collins's career at Calhoun South and Delano Elementary Schools and the development of her distinctive approach, which involves teaching the total child, developing the child's character, and helping to build a positive self-image. While Collins's unorthodox teaching techniques elicited negative reactions from mainstream teachers and administrators, they earned the enthusiastic and growing support of parents and the community. This recognition led to her selection as director of a new private elementary school in the Garfield Park area of Chicago, sponsored by a local community college and the Chicago-based Alternative Schools Network. The book describes Collins's role in developing the Westside Preparatory School from an initial class of four students to an enrollment of 200 and in securing permanent facilities for the school. Numerous scenes are presented illustrating Marva Collins's commitment to engaging and challenging all of her students in the classroom. The following sections are appended: (1) questions from parents; (2) questions from teachers; (3) recommended phonics books; (4) a reading list for children ages 4-6; and (5) a reading list for the Westside Preparatory School. (AF)

DOCUMENT RESUME

ED 328 643 UD 027 898

Changing the Odds: Expanding Early Childhood Development Programs for Oakland's Low-Income Families.

Urban Strategies Council, Oakland, CA.

SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.; San Francisco Foundation, Calif.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Sep 88

NOTE- 66p.; A Blueprint by the Urban Strategies Council and the Working Group of the Early Childhood Development Initiative.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Cooperative Programs; *Coordination; *Early Intervention; *High Risk Students; Low Income Groups; Models; Preschool Education; Urban Schools

IDENTIFIERS- *California (Oakland); Oakland Unified School District CA; Project Head Start

Oakland (California) must expand high-quality, comprehensive early childhood development programs to improve the educational, employment, and life options of low-income children. Research has found that the benefits of participation in Head Start and other high-quality preschool programs include better preparation for school and lower risk of unemployment, early parenthood, and delinquency. However, low-income parents cannot pay for preschool education and publicly-funded programs serve only 18 percent of those eligible. A review of existing programs indicates that the city has a wide range of programs and personnel with the potential to reach all low-income children. Recommendations include the following: (1) form a committee to facilitate the expansion of existing programs and ensure that these programs can provide comprehensive family support services; (2) obtain new Federal, state, and local resources for the Head Start program; (3) coordinate programs offered by the Oakland Unified School District with each other and with other local child development and family resources programs, including private subsidized and private proprietary programs; and (4) establish an "Oakland Birth-to-School Project" to provide comprehensive health, education, and social services to parents, infants, and preschoolers in high-risk neighborhoods. Descriptions of six model programs are included. Statistical data are presented in one table and seven graphs. A description of the research methodology, a discussion of funding sources, and a list of 39 references are appended. (FMW)

DOCUMENT RESUME

ED 328 657 UD 027 924

Jones, Sarah E.
Long-Term Investments in Youth: The Need for Comprehensive Programs for Disadvantaged Young Men in Urban Areas.
Union Inst., Washington, DC. Center for Public Policy.
PUB DATE- Dec 90
NOTE- 36p.; For a related document, see UD 027 923.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Comprehensive Programs; *Disadvantaged Youth; Early Intervention; *Intervention; *Males; Mass Media Effects; Program Descriptions; Program Development; Racial Discrimination; Self Esteem; Social Discrimination; *Urban Areas
IDENTIFIERS- Empowerment

New programs taking a comprehensive approach to disadvantaged young men in urban areas have met with some success. This paper attempts to define the issues that will influence the development of comprehensive programs and examines the qualities that have made them a promising alternative for the future. Issues that shape the lives of youth include the following: (1) individual action versus environmental constraints as the root of economic failure; (2) assistance versus empowerment approaches to program development; (3) special problems of adolescence; (4) discrimination by race; (5) discrimination by class; (6) poverty; and (7) media messages. Principles governing successful programs include the following: (1) flexibility; (2) holistic rather than categorical approach; (3) community-based approach; (4) intervention aimed at institutions rather than individuals; and (5) early intervention. Successful programs have the following characteristics: (1) they address young people on a personal level through caring relationships with adults; (2) they provide a protective, family-like environment; and (3) they link youth to real opportunities within the community. Ingredients generally agreed upon as most needed for program success include the following: (1) individual attention; (2) neighborhood or community-based multiservice approach; (3) trained personnel; (4) social and personal skills training and counseling; (5) job skills training and placement; (6) parent involvement; and (7) peer involvement. A 50-item bibliography is appended. (AF)

ED 328 511 SO 030 490

May, Wanda T.; And Others
"Whose" Content, Context, and Culture in Elementary Art and Music Textbooks? Elementary Subjects Center Series No. 23.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990). For a related document, see SO 030 491.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Art Education; Content Analysis; Curriculum Development; Elementary Education; Multicultural Education; Multicultural Textbooks; *Music Education; Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Discipline Based Art Education

An analysis and critique of two elementary textbook series: "Discover Art" by Davis Publications and "World of Music" published by Silver Burdett & Ginn are presented. "Whose content, context, and culture?" is an ideological question that assumes that equitable social relations and diverse ways of knowing ought to be valued and fostered in classrooms and curriculum materials in a democratic society. While this question deserves to be asked of any subject area's curriculum material, it is a crucial one for the arts. First, there is little evidence of analysis/critique of existing materials within the disciplines of art and music. Second, contemporary discourse in discipline-based art education (DBAE) recommends equitable treatment of production/performance, aesthetics, history, and criticism and more explicit attention to sequencing content in arts curricula. (Both of the above series claim to do this.) Finally, little research in art and music education has been conducted in the natural setting of classrooms to study how curricular content and materials are used or socially mediated. Two theoretical frameworks guide the analysis: (1) From a critical sociological perspective, texts are viewed as guiding or constraining the construction of meaning, and often this construction reflects the interests of a dominant social group (class, gender, race, or culture)--particularly when the texts are used uncritically as expository, authoritative texts. What is possible in textbooks and schools partially depends on connections between schooling and its structures to economic, cultural, and political power in a larger sociopolitical context. This is one reason, for example, why textbooks look more alike than different across subject areas; (2) From the perspective of mediation, the text is viewed as another "participant" in instruction (rather than authoritative object) because teachers and students impose their own meanings on texts, and these meanings are derived from their past experiences and social relations in the classroom. Thus, neither teachers nor students are viewed as passive recipients of others' texts. Neither the curriculum nor the subject matter is to be found only "in the text." Both perspectives, however, suggest that knowledge is socially constituted and produced. Both acknowledge how and why particular ways of knowing may be mutually produced/reproduced in light of other possibilities. (Author/DB)

ED 328 544 SP 032 892

Hauser, Jerald A.

Classroom Discourse: Questions, Quarrels, and Introspections.

PUB DATE- 12 Oct 90
NOTE- 13p.; Paper presented at the Conference of the International Society for the Exploration of Teaching Alternatives (Indianapolis, IN, October 12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *College Faculty; Communication Skills; *Critical Thinking; *Discourse Analysis; Higher Education; Preservice Teacher Education; *Questioning Techniques; Teacher Educators; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Saint Norbet College WI

A 6-week study on the status of classroom discourse was carried out at St. Norbert College (Wisconsin). Ten tenure-track professors kept notes or journals on their classroom discourse activities for 6 weeks and wrote a scholarly essay on the experience at its conclusion. During the period, they also tried to improve discourse quality in their classes. Each of the 10 expressed similar convictions on the importance of students discovering their own individual voices, rather than passively receiving information. Excerpts from the writings of the 10 participants are offered, featuring agreements and quarrels about the value of discourse, the need for being open and sharing personal knowledge, making subject content "discourse friendly," and grading possibilities. The project resulted in the question, "Is it possible that the best classroom dialogue is driven by excellent in- and out-of-class assignments and projects instead of moment-by-moment direct teaching actions?" Some examples of such work-motivated classroom discourse are given. (JD)

ED 328 589   TM 016 103

Rowell, R. Kevin

Partitioning Predicted Variance into Constituent Parts: How To Conduct Commonality Analysis.

PUB DATE- 24 Jan 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 25-27, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches/Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Life Satisfaction; Mathematical Models; Nursing Homes; Older Adults; *Predictive Measurement; *Regression (Statistics)
IDENTIFIERS- *Commonality Analysis; *Variance (Statistical)

This paper explains how commonality analysis (CA) can be conducted using a specific Statistical Analysis System (SAS) procedure and some simple computations. CA is used in educational and social science research to partition the variance of a dependent variable into its constituent predicted parts. CA determines the proportion of explained variance that is unique to a predictor variable and the proportion that is common to two or more predictors. Whereas the ordering of the predictors using stepwise regression may lead to faulty data interpretations, CA is a method by which all possible predictor combinations are tested to determine the model that best explains predicted variance. Data from a study of life satisfaction (LS) among 198 elderly residents in 17 Texas nursing homes illustrate procedures for conducting CA with regression results. The subjects completed a LS questionnaire to determine if their self-reports of LS differed from those of the elderly living outside of nursing homes. Eight subscale components and the number of years in the nursing home were analyzed by regression to determine which variable best predicted nursing home satisfaction. Meaning was the dominant factor in predicting nursing home satisfaction and accounted for about 80% of all explained variance in the sample. In addition, a SAS computer program for obtaining all possible R-squared values is discussed as an efficient method of implementing the required analyses. CA offers a fairly straightforward method of analysis when no more than four independent variables are of interest. Three tables of data are presented, and the R-squares of LS scales are included. (SLD)

ED 328 603 TM 016 134

Mullis, Ina V. S.
The National Assessment of Educational Progress (NAEP). ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Data Collection; *Educational Assessment; Elementary Secondary Education; Mathematics Achievement; Multiple Choice Tests; *National Surveys; Reading Achievement; Research Methodology; *Research Projects; *Sampling
IDENTIFIERS- ERIC Digests; *National Assessment of Educational Progress; Open Ended Questions

This digest describes the organization of the National Assessment of Educational Progress (NAEP) and what is included in a typical NAEP assessment. The way in which the NAEP selects students for assessments and how the assessments are used are discussed. The NAEP is a congressionally mandated project of the National Center for Education Statistics. The operational contract for 1990 and 1992 has been awarded to the Educational Testing Service and its subcontractor; the policy guidelines are formulated by the National Assessment Governing board. NAEP objectives for each assessment take the form of frameworks or matrices for content and process areas such as reading and mathematics. Students are selected through detailed sampling procedures. In 1990, approximately 87,000 students participated in the national assessment and another 100,000 students participated in the state assessments of eighth-grade mathematics. The NAEP estimates that in 1992, the assessments will involve 419,000 students in 12,000 schools. Data are collected by trained administrators to reduce the burden on participating students and schools. The assessment instruments, which are generally administered in group settings, include a variety of multiple-choice and open-ended items. The NAEP results are presented in the Nation's Report Card, which describes relationships between achievement and a variety of background characteristics. A two-item list of additional reading materials is included. (SLD)

ED 328 616 TM 016 155

The Exit Exam.
South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- Sep 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Grade 10; Grade 11; Grade 12; *Graduation Requirements; High Schools; *High School Students; Mastery Tests; Mathematics Tests; Minimum Competency Testing; Pilot Projects; Public Opinion; Reading Tests; *Standardized Tests; *State Programs; Student Attitudes; *Testing Programs; Writing Tests
IDENTIFIERS- *Exit Examinations; Retesting; *South Carolina Basic Skills Assessment Program

A major provision of the South Carolina Education Improvement Act of 1984 established the requirement for a high school exit examination (HSEE) for all 10th-grade students. Passage of the HSEE is a condition for the receipt of a state high school diploma. The HSEE is an outgrowth of the South Carolina Basic Skills Assessment Program, which mandated a state testing program to assess student mastery of mathematics, reading, and writing skills. The HSEE, which consists of three subtests (reading, writing, and mathematics), was pilot tested twice between 1985 and 1987. Tenth, 11th, and 12th graders and adult education students are administered the HSEE in the spring of each year. It is also administered each fall to all 12th graders and adult education students who have not passed one or more sections of the exam. Currently, 10th-grade students who fail any subtest must retake the subtest during the 11th grade and, if necessary, twice during the 12th grade. Students are allowed four attempts to pass all three subtests. For the class of 1990, 63% of the 40,399 10th graders who took the HSEE passed all three portions on their first attempt. By the end of the fourth administration, 1,999 students had still not passed the HSEE. In addition to other non-diploma options, remedial education is offered to those students who do not pass the exam. The cumulative passing rate of 94.5% for the class of 1990 exceeded the estimated cumulative passing rate for the pilot-test class of 1989, which was 85.9%. Surveys of students and the public indicate that students are properly informed of the testing requirements, and students and the public generally agree that the such an exam is appropriate. (TJH)

ED 328 630 UD 027 802

Archer, Elayne; And Others

Partnerships for Learning: School Completion and Employment Preparation in the High School Academies.

Academy for Educational Development, Inc., New York, N.Y.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

PUB DATE- 89

NOTE- 61p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cooperative Programs; *Dropout Prevention; Dropout Programs; *Economically Disadvantaged; High Schools; High School Students; National Surveys; Program Evaluation; Program Implementation; *School Business Relationship; Secondary Education; *Vocational Education

IDENTIFIERS- *High School Academics; *Partnerships in Education; Replication

High school academies are three-year schools-within-schools offering economically disadvantaged students an integrated academic-vocational education, career development and enrichment activities, and nonacademic supports and employment opportunities. The academies represent a many-faceted approach to linking business and industry with schools, involving a successful combination of school-based changes and outside interventions that is sustained over time. Evaluation of programs in Philadelphia (Pennsylvania), California, Portland (Oregon), and Pittsburgh (Pennsylvania) found that the chief considerations for program success are site selection, industry focus, and lead time for program development. The experience of newer academies indicates that attention to the following features during replication is also critical: (1) strict adherence to the academy model; (2) a defined student selection process; (3) an integrated academic-technical program; (4) strong private sector support; (5) a strong career planning component; (6) a full range of student support services; (7) a high degree of commitment from the school district; and (8) identifiable space dedicated solely to the academy. Technical assistance in organization, curriculum development, private sector involvement, and public relations is strongly recommended. The following materials are appended: (1) a 16-item bibliography; (2) a list of essential replication tasks; (3) a directory of academy contact people; and (4) a list of the academies. (FMW)

ED 328 644 UD 027 903

Bempechat, Janine; Omori, Miya C.

Meeting the Educational Needs of Southeast Asian Children. ERIC/CUE Digest No. 68.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- *Office of Educational Research and Improvement (ED), Washington, DC.*

PUB DATE- Aug 90

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Adjustment (to Environment); *Asian Americans; Cambodians; *Cultural Influences; Culture Conflict; Elementary Secondary Education; Immigrants; Laotians; Limited English Speaking; Literature Reviews; *Psychological Needs; *Refugees; Vietnamese People

IDENTIFIERS- *Asian American Students; ERIC Digests

Teachers must be sensitive to the diverse cultures and the sometimes difficult personal experiences of Southeast Asian immigrant students. Varied conditions of arrival have a significant impact on their adaption to life in the United States. Earlier Vietnamese immigrants were more educated and Westernized compared to later Vietnamese, Cambodian, and Laotian refugees. The Confucian principles of filial piety, ancestral unity, primogeniture, and lineage influence parental socialization practices, and individuals strive to attain harmony in social relationships. The psychosocial development of Southeast Asian children is influenced by the conditions under which they arrived in the United States and by the tension between traditional and U.S. cultural beliefs. Unaccompanied males and Amerasian children are particularly susceptible to depression and behavioral problems. Younger children seem to adjust to the school environment more easily than older children, but language presents a major barrier for both students and parents. Educators can facilitate learning and encourage parent participation if they: (1) use bilingual teachers and school-home liaisons as resources; (2) become familiar with Vietnamese, Cambodian, and Laotian culture; (3) identify the specific conditions under which each family immigrated; (4) ask all students to share information about native culture and exhibit respect for individual characteristics; (5) invite children to discuss problems privately; and (6) ask parents who immigrated earlier to help more recent immigrant parents to understand school policy and to translate communications. A list of 13 references is appended. (FMW)

ED 328 527 SP 032 839

Boe, Erling E.
Comprehensive Retention and Attrition Model (CRAM).
PUB DATE- Nov 90
NOTE- 24p.; Paper presented at the Research Forum on Differing Approaches to Defining and Measuring Personnel Supply and Demand (Washington, DC, November 26-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Change; Career Choice; Elementary Secondary Education; Faculty Mobility; *Incentives; Models; *Reentry Workers; Research Tools; *Teacher Characteristics; Teacher Persistence; Teacher Retirement; *Teacher Supply and Demand; *Teacher Transfer; *Teaching (Occupation)
IDENTIFIERS- Schools and Staffing Survey (NCES)

A continuing concern in a number of teaching fields is the shortage of fully qualified teachers. The decisions of fully qualified teachers to continue in their teaching assignments (retention), to transfer to another assignment (transfer), or to leave the profession for some other activity (exit attrition) are the major determinants of the degree to which teacher shortages occur. This paper describes the "Comprehensive Retention and Attrition Model" (CRAM), a conceptual framework for organizing the numerous forms which teacher retention, transfer, attrition, and reentry can take. The model also incorporates teacher characteristics such as qualifications, age, and marital status, and an analytic approach to identifying teacher incentive variables having an impact on career decisions. CRAM provides a framework for conceptualizing teacher movements within the profession and exiting from it, and for designing research on teacher retention, transfer, attrition, and reentry from a national perspective. A short paper by the same author is attached: "Incentive Effects on Teacher Behavior." The focus of this paper is on using the Schools and Staffing Survey (SASS) of the National Center for Education Statistics to study incentive effects on teacher career decisions. (JD)

ED 328 574 TM 016 074

Taylor, Dianne L.

Evaluating the Sample Specificity of Discriminant Analysis Results Using the Jackknife Statistic.

PUB DATE- Jan 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-25, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis; Effect Size; Evaluation Methods; Sample Size; *Statistical Significance
IDENTIFIERS- Invariance Principle; *Jackknifing Technique; *Sample Specificity

As significance testing comes under increasing criticism, some researchers are turning to other indices to evaluate their findings. Included among the alternative options are the interpretation of effect size estimates and the evaluation of sample specificity (invariance testing). Using a hypothetical data set of 64 cases and two predictor variables, this study explains one approach to estimating whether the results in a study are sample specific--the jackknife method. The jackknife technique is useful with many statistical procedures and is especially appropriate when the sample size is small. The results of a descriptive discriminant analysis followed by the application of the jackknife are discussed to illustrate the procedure. When used with discriminant analysis, the jackknife technique evaluates the stability of the discriminant function coefficients. Ten tables and a 23-item list of references are included. (Author/SLD)

ED 328 658 UD 027 927

Grannis, Joseph C.; Fahs, Mary Ellen

Project on Academic Striving: The Moderation of Stress in the Lives of the Students of an Urban Intermediate School. A Project to Coordinate Research and Environmental Intervention. Final Report. Executive Summary.

Public Education Association, New York, N.Y.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.

PUB DATE- May 88

NOTE- 17p.; For full document, see UD 027 928.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adolescents; Black Students; Cohort Analysis; *Coping; Educational Environment; Elementary Education; *Locus of Control; Low Income Groups; Middle Schools; *Stress Management; *Stress Variables; Urban Schools

This document summarizes the evaluation of a project that studied social, physical, and academic stress in the lives of students in an inner-city intermediate school and developed interventions to reduce that stress. Over 242 students, most of whom were from low-income families and almost all of whom were black, participated in the project. The following findings are reported: (1) a committee of parents, teachers, administrators, and project staff approved all research instruments and made recommendations for interventions; (2) the average frequency of stressor events did not change from year to year; (3) high internal consistency was established for four of the five subscales of a project-developed instrument to measure the perceived frequency of stressor events and anticipated reactions to those events; (4) student coping processes were positively related to achievement and the context in which the stressor events occurred, and external locus of control was related to low self-esteem and low achievement; (5) locus of control and the appraisal of stressor events were central to students' cognitions, feelings, and actions; and (6) effective interventions cannot be developed without the active and sustained support of school administration and teachers, many of whom believed that stressor events were beyond control. (FMW)

ED 328 560 TM 014 728

Lockheed, Marlaine E.; Longford, Nicholas T.

A Multilevel Model of School Effectiveness in a Developing Country. World Bank Discussion Papers Number 69.

World Bank, Washington, D. C.

PUB DATE- Jan 89

NOTE- 78p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- *Developing Nations; Foreign Countries; Grade 8; Individual Differences; International Studies; Junior High Schools; *Mathematics Achievement; *Models; National Surveys; Pretests Posttests; *School Effectiveness; *Secondary School Students; Testing Programs

IDENTIFIERS- Multilevel Analysis; *Second International Mathematics Study; *Thailand

A multilevel approach was used to examine determinants of growth in grade 8 mathematics achievement in Thailand. Data for 99 mathematics teachers and their 4,030 eighth graders (the 14-year-old cohort) were taken from the Second International Mathematics Study (1981-82) of the International Association for the Assessment of Educational Achievement. The 13 primary sampling units were the 12 national educational regions of Thailand plus the capital, Bangkok. The schools in this sample were equally effective in converting pretest into posttest scores; there were essentially no variable slopes in this respect. When group and individual effects on total variance were examined, group level effects contributed 32% of the variance and individual effects contributed 68% of the variance in posttest scores, with achievement higher for: (1) boys; (2) younger students; (3) children with higher educational aspirations; (4) those with higher self-perceptions of ability; and (5) those with greater interest in and perceived relevance of mathematics. The model developed explained most of the between-school, but less of the within-school, variance. It is suggested that schools in Thailand are more uniform in their effects than previous research in developing countries has suggested. Nine tables present study data. A 33-item list of references is included. (SLD)

ED 328 528 SP 032 840

Mager, Gerald M.; And Others

A Follow-Up on the Experiences of Intern Teachers: A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1986-1987 and 1987-1988.

Syracuse Univ., N.Y. School of Education.
PUB DATE- Jun 90
NOTE- 71p.; For related documents, see ED 300 421 and ED 312 234.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; *Internship Programs; Interpersonal Relationship; Longitudinal Studies; *Mentors; *Program Attitudes; Program Evaluation; State Programs; Teacher Persistence
IDENTIFIERS- *New York State Mentor Teacher Internship Program

This report, one of a series of evaluation reports on the New York State Mentor Teacher-Internship Program, follows the experiences of intern teachers from the first year of the Program, 1986-87, and the second year, 1987-88. Follow-up questionnaires administered to the program interns focused on: (1) their overviews of the experience of being an intern; (2) continuance of the relationship with their mentor; (3) current benefits and problems; (4) the influence of participation in the program on the decision or opportunity to teach and commitment to a career in teaching; and (5) retrospectives on the influence of the internship. The key objective of the report was to examine the impact of the program on the new teacher beyond the first year of practice. The great majority of the teachers reported a positive impact from their participation in a mentor-intern project. The impact also appeared to continue into the second year of teaching and, in many cases, into the third year. Often the heart of the interns' experiences was the relationship with their mentors. Relatively few respondents reported negative feelings about their participation in the project. Participation in the program also appeared to strengthen the teachers' commitment to teaching. (JD)

ED 328 545 SP 032 893

Olsen, Dwayne G.
The Quality of Education Graduates Compared to Graduates Not Completing Certification.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Academic Persistence; Career Choice; *Class Rank; *College Graduates; Comparative Analysis; *Education Majors; *Grade Point Average; Higher Education; Preservice Teacher Education

This study examined the quality of students who continue in teacher education programs after completing the introductory courses. The purpose was to compare their academic proficiency with a group of students who had completed the same courses but did not continue on to teacher certification. Subjects were 74 graduates who went on to complete certification and 48 who did not. Data were gathered from student transcripts including grades from five core courses, total number of university credits, and grade point averages. The conclusion of the study was that, with the exception of data on two variables involving the number of credits earned in science and humanities courses, the ability and academic background of education graduates was equal to or, for three variables, better than noneducation graduates who had completed at least one of two introductory courses in education but did not complete teacher certification. The results of the study challenge the assertion that poorer students continue in teacher education while better students leave. (JD)

Plato, Kathleen C.
Federal, State, and Local Collaboration for Effective Schools:
Chapter 2 "20%" Innovative Projects of Statewide Significance.
Washington Office of the State Superintendent of Public Instruction,
Olympia.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Educational Innovation; *Effective Schools Research; Elementary Secondary Education; Federal Legislation; *Federal Programs; Grants; Program Development; *Research Projects; School Districts; State Federal Aid; *State Programs
IDENTIFIERS- Hawkins Stafford Act 1988 Chapter 2; *Washington

Chapter 2 of the Elementary and Secondary School Improvement Amendments directs that at least 80% of funds targeted under the law be delivered to school districts, while up to 20% may be reserved for statewide use. In 1989, the Office of the Superintendent of Public Instruction in Olympia (Washington) redirected this 20% to support a competitive grants program to reward local innovation in programs with statewide significance. Policy shifts and program direction during the selection process for these projects are described. Applications were reviewed by three readers looking for innovation and for significance beyond the local impact. Many factors of program delivery and finance were considered. A final factor was the requirement that a certain minimum be in special areas such as effective schools. The first 25 projects of statewide significance were selected for implementation in spring 1990. Some of the projects highlighted include: (1) alternative methods of credit accumulation; (2) an interdisciplinary curriculum development project for at-risk youth; (3) music education curricula; (4) transition from middle school to high school; (5) use of multimedia technology in cooperative learning and critical thinking; (6) total child student management programs; and (7) educational materials related to a museum collection. Twenty-five projects and their award amounts are listed. (SLD)

May, Wanda T.

Art/Music Teachers' Curriculum Deliberations. Elementary Subjects Center Series No. 22.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 56p.; For a related document, see SO 030 490.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Art Education; Art Teachers; *Curriculum Development; Curriculum Problems; Curriculum Research; Elementary Education; Instructional Materials; *Music Education; Music Teachers; Teaching (Occupation); Teaching Experience; Teaching Methods

This paper describes the nature and substance of elementary art/music teachers' curriculum deliberations from several points of view, presenting: (1) an art teacher who initially thought she was wrestling with a discipline problem instead of a curricular problem; (2) a post-observation conversation (instigated by a dissatisfied principal) between a veteran art teacher and a less experienced art teacher; (3) three music teachers engaged in weekly after-school planning sessions of their own design; and (4) 10 art teachers in the institutional context of weekly staff meetings conducted by an art supervisor. The theoretical framework used to describe curriculum deliberation draws from the work of Dewey, Reid, Schwab, and Walker. Schwab's curriculum "commonplaces" (teacher, student, subject matter, and milieu) are used as a framework for analyzing the primary interests expressed in teachers' deliberations and to illustrate the reflexive interplay of these concerns in how teachers frame curriculum problems, make decisions, and act upon these decisions in their practice. Implications for action research, collaborative inquiry, and professional development are raised throughout the paper. (Author/DB)

ED 328 561 TM 014 976

Dempsey, John V.; And Others
The Concept Matrix as a Cognitive Strategy: An Interpretive Inquiry into Concept Training.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Chemistry; Classroom Techniques; *Cognitive Processes; Comparative Analysis; Concept Formation; Concept Teaching; High Schools; *High School Students; *Learning Strategies; *Matrices; *Teaching Methods
IDENTIFIERS- *Concept Matrix

Outcomes, processes, and emerging questions associated with using matrix structures as both a teaching strategy used by the instructor and a cognitive learning strategy used by cooperative groups of students were studied. In analyzing these concept learning strategies, an effort was made to triangulate sources of data and take into account aspects of the environment that are important to instructors and instructional designers. This study attempted to: identify major research questions regarding complex learning outcomes, and evaluate the utility of corresponding data sources. Focus was on increasing the effectiveness of studying a complex process (i.e., internalizing a cognitive strategy). Two pairs of matching rational set matrices of coordinate concepts related to chemistry were presented to 45 high school chemistry students in two chemistry classes at a southern public high school. Students (with one exception) worked cooperatively in two learning groups with the same instructor. In a second sequence, Group 1 used the teaching strategy, while Group 2 constructed their own concept matrices. After instructional matrix use, students took a quiz similar to one of the matrices. The result show that the concept matrix was a successful teaching strategy. The group constructing their own matrix as a learning strategy retained less information than did those who were taught via the matrix. Implications for instruction are discussed. Two tables and seven figures present the study data. (SLD)

ED 328 590 TM 016 107

Bhola, H. S.

A Model of Evaluation Planning, Implementation and Management toward a "Culture of Information" within Organizations.

PUB DATE- Sep 90
NOTE- 31p.; Paper presented at the Evaluation Seminar of the Institute of International Education (Stockholm, Sweden, September 17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Decision Making; Educational Assessment; *Evaluation Methods; *Management Information Systems; *Models; Naturalistic Observation; Organizational Development; *Organizations (Groups); *Planning; *Self Evaluation (Groups)
IDENTIFIERS- Paradigm Shifts; *PIM Model; Stakeholder Evaluation

The argument underlying the ongoing paradigm shift from logical-positivism to constructionism is briefly outlined. A model of evaluation planning, implementation, and management (the P-I-M model) is then presented, which assumes a complementarity between the two paradigms. The P-I-M Model includes three components of educational evaluation: a management information system (MIS), naturalistic evaluation, and rationalistic evaluation. The P-I-M Model of evaluation incorporates the dialectic between logical-positivism and constructionism, and the dialectic between descriptive data and evaluative data. The model implies that for effective decision making within human organizations, both evaluative data and descriptive data are needed. Evaluative data generated by evaluation studies must, therefore, be strengthened by an appropriate MIS that can generate descriptive data concurrently with the process of program implementation. The P-I-M Model, if fully actualized, will enable human organizations to become vibrant "cultures of information" where "informed" decision making becomes a shared norm among all stakeholders. Eight flowcharts are provided to illustrate the P-I-M Model. A 25-item list of references is included. (SLD)

ED 328 604 TM 016 135

Loxley, Bill
The International Association for the Evaluation of Educational Achievement. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agency Role; *Educational Assessment; Educational Policy; Educational Research; Elementary Secondary Education; Information Dissemination; *International Organizations; International Studies; Organizational Objectives; *Private Agencies; *Research Projects; Statistical Analysis; Test Construction
IDENTIFIERS- ERIC Digests; *International Assn Evaluation Educ Achievement

This digest examines the organization of and international studies conducted by the International Association for the Evaluation of Educational Achievement (IEA). The IEA is a non-profit, private association that conducts international comparative studies on schools and aids the research community in developing international tests and statistical techniques. The IEA has 39 member countries. Policy makers and educators use IEA data to assess alternative curricula, monitor the quality of schooling worldwide, identify effective schools and determine ways of improving their own educational systems, and improve their understanding of the instructional learning process. The organizational structure of IEA consists of a chairperson, general assembly, six-member standing committee, and secretariat. Specific studies are managed by specially appointed steering committees and implemented by national centers. IEA studies include a decennial assessment of a core of school studies in math, science, reading literacy, composition, and foreign languages. Other studies include: a 35-country reading literacy study; the third international mathematics and science study; school and teacher resource assessments that focus on opportunity-to-learn indicators; longitudinal and in-depth case studies; a 21-country computer education study; and a 13-country study of pre-primary early childhood care and education. In the area of information dissemination, the IEA publishes bulletins, a semiannual newsletter, and a guidebook on the IEA research network; the IEA also sponsors conferences on issue-related topics. A 4-item list of additional reading materials is included. (TJH)

AUTHOR Bobbitt, Sharon A.; Johnson, Frank H.
TITLE Key Statistics for Public and Private Elementary and Secondary Education: School Year 1990-91. Early Estimates. Survey Report.
INSTITUTION National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 27p.; Data Series: DR-CCD/SAS-90/91-1.1.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Trends; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Enrollment Projections; Estimation (Mathematics); High School Graduates; *National Surveys; *Private Schools; *Public Schools; *School Statistics; School Surveys; Secondary School Students; Secondary School Teachers; State Norms; Teacher Student Ratio
IDENTIFIERS- Common Core of Data Program; Private School Survey 1980

Estimated statistics on enrollment, high school graduates, teaching staff, and finances are summarized for public and private elementary schools and secondary schools in the United States. Data are shown for the 1990-91 school year, with annual trend data covering various years from 1986 through 1990. The data are generated by the Early Estimates System of the National Center for Education Statistics (NCES). The source of statistical information about public schools is the Common Core of Data collected annually from state education agencies. These data are collected in March, undergo NCES and state editing, and are available for publication in September. The source of statistical information about private schools is the Private School Survey. Data are presented in 13 tables showing enrollment, numbers of teachers, student/teacher ratios, high school graduates, and revenues and expenditures, by school level, religious orientation, and/or state. Over 41 million students attended public schools and 5.2 million students attended private schools in the 1990-91 school year. Private school membership in grades K-12 has remained fairly constant in recent years. The following statistics are noted for the 1990-91 school year: since 1987, student enrollment in public education increased by over 1 million; there were an estimated 2.7 million teachers in public and private schools; student-to-teacher ratios for kindergarten through grade 12 were 17.2/1 for public and 14.7/1 for private schools; and, an estimated 2.5 million students expected to graduate from high school. Technical notes, including a table showing selected standard errors for private school early estimates, are included. (TJH)

Hepburn, Lawrence R.; White, Rudolph A.
School Dropouts: A Two-Generation Problem. Public Policy Research Series.
Georgia Univ., Athens. Carl Vinson Inst. of Government.
PUB DATE- 90
NOTE- 36p.; Series Editor Richard W. Campbell.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Census Figures; *College Attendance; *Dropout Characteristics; *Dropout Rate; Dropout Research; Dropouts; Educational Attainment; Ethnicity; Higher Education; *High School Graduates; High Schools; Parent Background; Path Analysis; Policy Formation; Racial Factors; Socioeconomic Status; State Surveys
IDENTIFIERS- *Georgia; *Policy Implications

This study uses statistical data from the Current Population Survey to develop new state-by-state dropout estimates as an alternative to those published by the U.S. Department of Education (USDE). The following new findings are reported: (1) youth are completing high school at a higher rate than previously noted; (2) variations in dropout rates among states are not as great as previously suggested; (3) variations in state dropout rates are related to low parental education and racial/ethnic factors; (4) state labor forces have higher high school completion rates than have been implied in previously published dropout rates; and (5) the states' dropout rates and college participation rates are generally associated. The following findings about Georgia's dropouts are reported: (1) from 1980 to 1987, the percentage of Georgians completing high school increased from 56.4 percent to 71.2 percent and the national rate increased from 66.5 percent to 75.6 percent; (2) in 1986 and 1987, Georgia's dropout rate was 18.3 percent and the national rate was 13 percent; (3) in 1986 and 1987, 79.7 percent of Georgia's labor force had completed four years of high school and the national average was 83 percent; (4) in 1986 and 1987, 40.3 percent of Georgians aged 18 to 24 years participated in higher education and the national average was 42.2 percent; and (5) dropout rates and college participation rates are generally associated and both are products of sociocultural factors, but nonresident enrollment influences college participation rates. Recommendations for state dropout prevention policies are made. Statistical data are presented in five tables and three graphs. A list of 45 references and 3 tables of statistical data to accompany the path analysis are appended. (FMW)

ED 328 645 UD 027 905

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.

Corporate Education Endeavors. Proceedings of the Conference of the University/Urban Schools National Task Force, (12th, Rancho Mirage, California, November 30-December 1, 1990).

City Univ. of New York, N.Y. Graduate School and Univ. Center.

PUB DATE- 91

NOTE- 99p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cooperative Programs; *Corporate Support; *Educational Change; Education Work Relationship; Elementary Secondary Education; *Politics of Education; *School Business Relationship; *School Restructuring; *Urban Education

These proceedings of a conference on corporate programs that support urban educational reform include 11 papers that focus on the importance of education and academic achievement to the business community, and the need for a national political agenda to promote urban school reform. The following presentations describe existing enrichment programs that approach school reform in close cooperation with local communities: (1) "What Phillip Morris Is Doing" (G. L. Knox, III); (2) "What Proctor & Gamble Is Doing" (R. L. Wehling); (3) "What U S WEST Is Doing" (J. J. Prancan); and (4) "What Pacific Telesis Is Doing" (T. S. Donahoe). The following presentations describe plans to speed the rate of school reform: (1) "What Is Planned by Citibank" (P. M. Ostergard); (2) "What Is Planned by Union Carbide Corporation" (N. W. Deibler); and (3) "What Is Planned by National Business Organizations" (F. S. Edelstein). The following presentations discuss what is needed to ensure education reform from a variety of perspectives: (1) "A Teacher/Union Leader's Perspective" (A. Shanker); (2) "A Superintendent's Perspective" (P. McWalters); (3) "An Executive's Perspective" (A. S. Alexander); and (4) "A Legislator's Perspective" (G. K. Hart). A list of participants is included. (FMW)

ED 328 659 UD 027 928

Grannis, Joseph C.; Fahs, Mary Ellen

Project on Academic Striving: The Moderation of Stress in the Lives of the Students of an Urban Intermediate School. A Project to Coordinate Research and Environmental Intervention. Final Report to the William T. Grant Foundastion. Volume One and Volume Two.

Public Education Association, New York, N.Y.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- May 88
NOTE- 522p.; For related document, see UD 027 927.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Black Students; Cohort Analysis; *Coping; Educational Environment; Elementary Education; *Locus of Control; Low Income Groups; Middle Schools; *Stress Management; *Stress Variables; Urban Schools

This report evaluates a project that studied social, physical, and academic stress in the lives of students in an inner-city intermediate school and developed interventions to reduce that stress. Over 242 students, most of whom were from low-income families and almost all of whom were black, participated in the project. The following findings are reported: (1) a committee of parents, teachers, administrators, and project staff approved all research instruments and made recommendations for interventions; (2) the average frequency of stressor events did not change from year to year; (3) high internal consistency was established for four of the five subscales of a project-developed instrument to measure the perceived frequency of stressor events and anticipated reactions to those events; (4) student coping processes were positively related to achievement and the context in which the stressor events occurred, and external locus of control was related to low self-esteem and low achievement; (5) locus of control and the appraisal of stressor events were central to students' cognitions, feelings, and actions; and (6) effective interventions cannot be developed without the active and sustained support of school administration and teachers, many of whom believed that stressor events were beyond control. Case studies of five students are included. Statistical data are presented in six graphs. A list of 37 references is appended. Additional statistical data in 109 tables and six appendixes are contained in an accompanying volume. The tables illustrate the relationship of student perceptions of stress and locus of control to academic achievement and self-esteem. (FM)

ED 328 546 SP 032 895

Martinez-Pons, Manuel
Test of a Three-Factor Model of Teacher Commitment.
PUB DATE- 90
NOTE- 3p.; Paper presented at the Annual Conference of The New England Educational Research Organization (Maine 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Elementary Education; *Elementary School Teachers; *Job Satisfaction; Recognition (Achievement); Rewards; *Teacher Motivation; *Teacher Persistence; *Teaching (Occupation); Teaching Conditions

One hundred elementary school teachers were surveyed to assess: their perceptions of the prevalence of intrinsically- and extrinsically-oriented work incentives in their schools; their perceptions of the prevalence of aversive work conditions in their schools; and their commitment to teaching. Analysis of the data revealed that: (1) the perception of the prevalence of instrinsically-oriented work incentives and perception of aversive conditions in the workplace were powerful predictors of commitment to teaching, while the perception of the prevalence of extrinsically-oriented incentives was not; (2) overall, the respondents expressed greater intrinsic motivation than extrinsic; and (3) respondents who were predominantly intrinsically motivated expressed a slightly higher degree of commitment to teaching than did respondents who were predominantly extrinsically motivated. Professional incentive efforts need to address the intrinsically motivated goals of teachers, while de-emphasizing the use of extrinsically-oriented work incentives. However, in light of the additional effects of perceived aversive work conditions, it is recommended that, to more fully account for teacher commitment, the teacher work incentive position be expanded to include the effects of aversive conditions in the workplace. (Author/JD)

ED 328 529 SP 032 841

Miller, John P.; And Others
Holistic Learning: A Teacher's Guide to Integrated Studies.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- 90
NOTE- 126p.; A project sponsored by the Superintendent's Curriculum Cooperative.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Thinking; Elementary Secondary Education; Foreign Countries; *Holistic Approach; Humanistic Education; *Integrated Curriculum; Life Events; *Mythology; Personal Narratives; *Problem Solving; *Program Implementation; Teaching Methods; *Thematic Approach
IDENTIFIERS- Ontario

The aim and focus of holistic learning is making connections, e.g., connections between subjects or between thinking and intuition. Integrated studies implies a holistic approach to learning and a curriculum that has the capacity to combine three positions on the function of schooling: transmission of facts, skills, and values; transaction or dialogue between student and subject matter resulting in reconstruction of knowledge; and personal and social transformation. This guide outlines strategies and ideas emphasizing transformational approaches to integration and focusing on human processes and human themes. Specifically, problem solving (human process) and mythology (human theme) have been selected as vehicles for curriculum integration. Along with a number of specific strategies for classroom use, the book includes a rationale and framework for integrated studies, teaching approaches in problem solving and mythology, guidelines for writing units in integrated studies, and implementation strategies for integrated studies. (JD)

ED 328 576 TM 016 081

Ligon, Glynn; And Others

Diplomas or Dropout Statistics: Alternatives for At-Risk Students. A Symposium Presented at the Annual Meeting of the Southwest Educational Research Association (Austin, Texas, January 25-27, 1990).

PUB DATE- Jan 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Role; Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; Graduation; *High Risk Students; Industry; *Nontraditional Education; *Predictive Measurement; *School Attendance Legislation; School Statistics; Secondary Education; *State Legislation

Four essays and associated introductory text constituting the proceedings of a symposium on dropout research issues are presented. The introduction by Glynn Ligon makes a call for considering what is known about dropouts, what is needed to be known about dropouts, and how these findings can be communicated to educators, the public, and lawmakers. The papers include: (1) "Are the Very High Dropout Rates Being Reported Greatly Exaggerated?" (George H. Olson); (2) "Can We Predict Which Students Will Graduate or Drop Out?" (Linda Frazer); (3) "Can We Legislate Students To Stay in School?" (Sylvia Garcia); and (4) "Does Private Industry Have a Role in Keeping Students in School?" (Jeff Cole). The first paper purports that: much of the confusion concerning national dropout rates (estimated at 25% to 50%) is due to recordkeeping problems; and if student accounting methods are improved, dropout rates will decrease. The second paper reviews three studies conducted at the Austin (Texas) Independent School District on predicting dropout and graduate rates, and describes characteristics of effective dropout prevention programs. The third paper describes legislative efforts in which new social policies related to schooling are used to convince parents and their children that all students must graduate from high school, and considers educational reform and school restructuring. The fourth paper takes the perspective of the Texas Research League, and considers the multifaceted role of private industry in preventing school dropouts. Audience questions and comments are included. (TJH)

ED 328 591 TM 016 109

Tucker, Mary L.; LaFleur, Elizabeth K.

Exploratory Factor Analysis: A Review and Illustration of Five Principal Components Decision Methods for Attitudinal Data.

PUB DATE- Jan 91

NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; *College Seniors; *Decision Making; Factor Analysis; Higher Education; Occupational Tests; Statistical Analysis

IDENTIFIERS- Bartletts Test of Significance in Factor Analysis; *Exploratory Factor Analysis; K1 Rule; Minimum Average Partial Rule (Velicer); Parallel Analysis (Horn); Scree Test

Factor analysis is used frequently by researchers as a data reduction and summarization technique. Many analysts use exploratory factor analysis to search for underlying dimensions in attitudinal studies. Concern arises when novice researchers rely solely on information derived from computer printouts to factor analyze data, dismissing theoretical consideration of concepts underlying this analytical procedure. A primer on principal components exploratory factor analysis is presented, and five decision rules for selecting the number of principal components to retain are discussed: (1) the K1 rule; (2) the Scree test; (3) Bartlett's test; (4) the minimum average partial method; and (5) parallel analysis. A small data set, obtained in an actual exploratory study, was used to illustrate the discussion. The study addressed effects of preemployment tests on attitudes toward a firm formed by individuals outside that firm. In a pilot study, responses of more than 400 graduating seniors to three different preemployment tests were analyzed. In a second study, 249 graduating seniors and master's candidates responded to preemployment test scenarios. Dimensions of applicants' attitudes were examined through exploratory factor analysis. It is concluded that the results of different decision rules must be used when determining the number of principal components, and that factor analyses should be run with one or two components above and below those suggested with the five methods in order to avoid underextraction or overextraction. Analysts are cautioned to not rely on computer programs and preset default outputs as the "last word." Three figures and four tables supplement the discussion. A 35-item list of references is included. (Author/SLD)

ED 328 513 SO 030 492

Last, Ellen
Classroom Drama and Theatre: A Guide to Curriculum Planning.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 90
NOTE- 186p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Development; Drama; *Dramatics; Educational Resources; Elementary Secondary Education; Learning Activities; Preschool Education; Primary Education; *State Curriculum Guides; Teaching Methods; *Theater Arts
IDENTIFIERS- Wisconsin

This state guide to curriculum planning is designed to provide direction to teachers, administrators, and curriculum specialists for developing programs in informal drama and theatre. For each school level (preschool, elementary, middle, and high school) the following topics or concepts are discussed in terms of the student at that level: informal drama, formal theatre, appreciation and criticism, and evaluation. Each section also includes an overview of students' physical, social, emotional, and cognitive development at the level being discussed. A list of references accompanies each section. Critical issues in drama and theatre education also are discussed including college preparation, barriers to enrollment in the arts, and students at risk. The appendixes include: a glossary, a list of play publishers, films & videos for teaching theatre, and a list of theatre supply companies. (DB)

Sparapani, Ervin F.; And Others
Middle Grades Teacher Preparation: A Future Focus.
PUB DATE- Feb 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-18, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Classroom Techniques; Individual Development; *Learning Strategies; *Middle Schools; Parent Teacher Conferences; Secondary Education; Social Development; *Student Needs; Surveys; Teacher Attitudes; Teacher Responsibility; *Teacher Student Relationship; Team Teaching

A survey of 136 junior high and middle school teachers focused primarily on teachers' knowledge about and opinions relative to curriculum and teaching strategies appropriate for the early adolescent or transescent. The teachers came from four states (Alabama, Georgia, Michigan, Pennsylvania), taught in schools in four socio-economic settings, and were considered experienced. Eight recommendations are made based on an analysis of data from the study. It is recommended that: (1) teachers learn the differences between a junior high school and a middle school; (2) teachers study transescent development; (3) teachers practice and develop cooperative and collaborative learning strategies, plus other strategies appropriate for transescents; (4) schools foster opportunities for interdisciplinary and team teaching; (5) schools provide opportunities for students to be involved in community projects; (6) teachers involve parents in classroom activities as often as possible; (7) teachers develop classroom management procedures suited to student developmental needs; and (8) states require special certification and training for teachers in junior high and middle schools. The survey form, 16 tables, and 13 references are included. (JD)

Marsh, Herbert W.; Byrne, Barbara

The Differentiated Additive Androgyny Model: Relations between Masculinity, Femininity and Multiple Dimensions of Self-Concept.

SPONS. AGENCY- Australian Research Grants Scheme.
PUB DATE- 25 Sep 90
NOTE- 38p.; Table 8 contains illegible print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; *Androgyny; *College Students; Foreign Countries; Higher Education; High Schools; *High School Students; Models; Prediction; Questionnaires; *Self Concept; Self Concept Measures; *Sex Differences; Sex Role; Sexual Identity; Young Adults
IDENTIFIERS- Australia; Canada; *Differentiated Additive Androgyny Model; *Masculinity Femininity Variable

Masculinity (M) and femininity (F) were related to multiple dimensions of self-concept (SC) for responses to the: Bem Sex Role Inventory and the Self Description Questionnaire III (SDQ-III) by 898 Canadian university students (61% female) in Study 1, and Australian Sex-Role Scale and the SDQ-II by 1,858 Australian high school students (49% female) in Study 2. In Study 1, subjects' significant others were asked to provide ratings of subject SCs. In Study 2, students in Sydney (Australia) were followed from grade 7 through grade 11. Androgyny theory predicts that both M and F contribute to SC, but previous research, relying on undifferentiated SC measures, has found no unique contribution by F. These two studies show that both M and F contributed to the prediction of well-differentiated facets of SC. Consistent with a new model of MF/SC relations, the differentiated additive androgyny model, the relative contributions of M and F varied substantially depending on the area of SC: F contributed more positively to facets for which girls had higher SCs than boys; in some areas the contribution of F was more positive than the contribution of M. In Study 1, the pattern of MF/SC relations was similar for self-responses and ratings by significance others. In Study 2, the MF/SC relations were consistent across the 5 years of school studied, spanning the early to middle adolescence period. In conclusion, the two studies support neither the androgyny interactive nor sex-typed models, and provide only weak support for the additive androgyny and the masculinity models. In contrast, both studies strongly support the differentiated additive model. Eight tables provide study data; and an appendix describes the SDQ-II and SDQ-III scales. A 55-item list of references is included. (SLD)

Kaufman, Phillip

The Relationship between Postsecondary and High School Course-Taking Patterns: The Preparation of 1980 High School Sophomores Who Entered Postsecondary Institutions by 1984. Survey Report. Contractor Report.

MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 195p.; Data Series: SP-HSB-80/86-4.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *College Students; Comparative Analysis; Computer Science Education; *Course Selection (Students); Grade 10; High Schools; *High School Students; Hispanic Americans; Humanities Instruction; Mathematics Instruction; *National Surveys; Postsecondary Education; *Racial Differences; Science Instruction; *Sex Differences; Vocational Education; White Students
IDENTIFIERS- *High School and Beyond (NCES)

Patterns of courses completed by high school students versus courses completed by college and postsecondary vocational/technical students were examined. Data were from the High School and Beyond Study, including the 1982 high school transcripte and 1987 postsecondary transcripts for 1980 high school sophomores. Students who graduated from high school in the spring of 1982 and enrolled in postsecondary education by 1984 were included in the sample. Mathematics, science, computer science, humanities, and vocational courses were the focus of the study. Generally, the types of courses students took in high school corresponded to the types of courses they took in postsecondary education. More specifically, the results indicate that: (1) female students had less intensive high school mathematics preparation than did male students; (2) Black and Hispanic students completed high school mathematics and science courses at relatively low rates; (3) most students in 4-year institutions who completed a substantial number of science courses also had taken a substantial number of advanced science courses while in high school; (4) most postsecondary students took substantial amounts of advanced humanities in high school; (5) while some students who completed a substantial number of postsecondary courses had intensive vocational training in high school, most did not. Twenty-four tables and 19 graphs illustrate the study. Appendices include an overview of the study methodology, technical notes, and 46 tables. (TJH)

Gamoran, Adam
The Variable Effects of Tracking: Inequality and Productivity in American High Schools.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Catholic Schools; *High Schools; National Surveys; *Public Schools; *Track System (Education)
IDENTIFIERS- *Hierarchical Linear Modeling; High School and Beyond (NCES)

The effects of tracking on high school students' academic achievement are not constant across schools. This study examines the relationship of the following organizational dimensions of tracking systems on the variation in between-track inequality and productivity: (1) selectivity; (2) electivity; (3) inclusiveness; and (4) scope. "Inequality" refers to the "achievement gap" between tracks; "productivity" refers to the average achievement of each school. In addition, differences between public and Catholic schools are examined. Statistical data from the High School and Beyond survey were analyzed for 28,804 students in 964 public and Catholic high schools. The following findings are reported: (1) more flexible systems produce lower inequality in mathematics, reading, and vocabulary achievement; (2) moderately inclusive systems also produce lower inequality in mathematics achievement; (3) flexibility and inclusiveness have a positive effect on overall achievement; (4) elective systems produce higher achievement; and (5) Catholic schools have lower inequality and higher productivity than public schools, due in part to the way they use tracking. A list of 59 references and 5 tables of statistical data are appended. (FMW)

ED 328 646 UD 027 906

Martinez-Pons, Manuel; Zimmerman, Barry J.

Differences in Home Educational Processes and Academic Achievement among Three Hispanic Groups in the U.S.

PUB DATE- May 90

NOTE- 35p.; Paper presented at the Annual Conference of the American Education Research Association (San Francisco, CA, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Aspiration; Cubans; Elementary Secondary Education; Fathers; *Hispanic Americans; *Homework; *Individual Differences; Latin Americans; Occupational Aspiration; Parent Aspiration; *Parent Child Relationship; *Parent Role; Path Analysis; Puerto Ricans

IDENTIFIERS- *Hispanic American Students

This study examines differences in the academic achievement of Puerto Ricans, Cubans, and Central/South Americans, and the relationship of those differences to the time spent on homework, educational-occupational aspirations, and background. The following parental factors are examined: (1) the press for English; (2) the press for independence; (3) the educational-occupational aspiration for their child; (4) the amount of time residing in the United States; and (5) the level of educational attainment. Information was gathered from the interview responses of a sample of 108 Hispanic American 10th-grade students and their parents. A model developed from the 1976 Marjoribanks Social-Environmental theory was tested using path analysis. The following findings are reported: (1) the proposed family environment model accounted for 56 percent of the variance in the students' reading achievement and 59 percent of the variance in the students' mathematics achievement; (2) paternal achievement processes played a larger role than maternal processes; (3) the students' educational-occupational aspirations were related to their achievement and to the amount of time they spent on their homework; (4) Cuban fathers displayed higher levels of press for English, press for independence, and educational-occupational aspirations than Central/South American fathers; and (5) Central/South American fathers displayed higher levels of all family processes than Puerto Rican fathers. Implications for remedial programs are discussed. Four tables of statistical data, four illustrations, and a list of nine references are appended. (FMW)

ED 328 660 UD 027 951

Wilkinson, Brenda
Jesse Jackson: Still Fighting for the Dream.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Activism; Biographies; *Black History; *Black Leadership; Blacks; Childrens Literature; *Civil Rights; Clergy; Demonstrations (Civil); *Political Candidates; *Presidential Campaigns (United States); United States History
IDENTIFIERS- *African Americans; *Jackson (Jesse); King (Martin Luther Jr)

This biography for younger readers follows the life and career of Jesse Jackson, the African American civil rights worker who has twice sought a presidential nomination and continues to work for equal rights for all Americans. The book presents an overview of the civil rights movement in the United States and describes Jackson's role as clergyman, political contender, and advocate for poor, homeless, and uneducated people. Highlights in the life of Jesse Jackson include the following: (1) education at the University of Illinois, North Carolina Agricultural and Technical College, and the Chicago Theological Seminary; (2) leadership with Martin Luther King, Jr., of a march in Chicago from Soldiers Field to City Hall in 1966; (3) selection by King to head Operation Breadbasket in Chicago; (4) organization of the first Black Expo; (5) organization of People United to Serve Humanity (PUSH); (6) leadership of a 1974 march on Washington demanding jobs for the poor; (7) a bid for the Democratic party's nomination for president of the United States in 1983-84; and (8) a second bid for the Democratic party's nomination for president in 1987-88. The book includes a civil rights movement time line, a timetable of events in Jackson's life, suggested reading, and a list of 52 references. (AF)

ED 328 577 TM 016 082

Ligon, Glynn; And Others
Statewide Testing in Texas. A Symposium Presented at the Annual Meeting of the Southwest Educational Research Association (Austin, Texas, January 25-27, 1990).
Southwest Educational Research Association.
PUB DATE- Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *History; State Government; *State Programs; State School District Relationship; Test Construction; *Testing Programs
IDENTIFIERS- Test Publishers; *Texas

Four essays and associated introductory text constituting the proceedings of a symposium on statewide testing in Texas are presented. The papers include: (1) "Statewide Testing in Texas: Historical Perspective" (Glynn Ligon); (2) "Statewide Testing in Texas: Local School District Perspectives" (Whit Johnstone and others); (3) "Statewide Testing in Texas: Test Author/Publisher Perspectives" (Mikel Brightman and others); and (4) "Statewide Testing in Texas: Governmental Perspectives" (Elaine Davis). Audience questions and comments are included. Recommendations and comments are made concerning the following topics: defining who is being held accountable and how; the three most important issues in statewide testing programs (money, time, and usefulness of data); the need for more focus on the sample of items used for norm-referenced scores on subsequent statewide tests; problems associated with legislators' role in educational policymaking; the need for interlevel articulation of the reasons for testing and how research will influence testing programs; and related testing problems. It is concluded that: Texas schools have become more accountable; education in Texas has improved for lower achieving students, but not for higher achieving students. (TJH)

ED 328 605 TM 016 136

Childs, Ruth Axman; Rudner, Lawrence M.
State Testing of Teachers: The 1990 Report. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Entrance Examinations; Elementary School Teachers; Higher Education; *Licensing Examinations (Professions); Secondary School Teachers; *State Programs; State Surveys; Tables (Data); *Teacher Certification; Teacher Education; *Testing Programs
IDENTIFIERS- ERIC Digests; *Teacher Competency Testing

The results of the annual survey of state teacher testing programs in 1990 are summarized. State directors of teacher testing programs were contacted in the summer of 1990 and asked to update the data compiled in 1989 by the ERIC Clearinghouse on Tests, Measurement, and Evaluation. The results show that 46 states required teacher testing in 1990. Twenty-seven states use admissions tests: 17 use only commercially available tests, 5 allow colleges of education to select tests, three use only custom designed tests, and 2 use both commercially available and custom designed tests. Thirty-six states use certification tests: 27 use only commercially available tests, 7 use only custom designed tests, and 2 use both commercially available and custom designed tests. Certification tests assess basic skills (teachers' competencies in reading, writing, and mathematics) in 26 states, professional skills (teachers' abilities to teach) in 25 states, and subject knowledge (teachers' expertise in their areas of specialization) in 24 states. A table lists, for each state, the name of the test used, passing rate, and passing scores for both admission and certification tests, where appropriate. The table includes some information on coverage area (basic, professional, and/or subject) for the certification tests. A three-item list of additional reading materials is included. (TJH)

Stolworthy, Reed L.
Preservice Teacher Evaluation.
PUB DATE- 17 Dec 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; *Cooperating Teachers; Elementary Secondary Education; Followup Studies; Higher Education; *Interrater Reliability; Preservice Teacher Education; Self Evaluation (Individuals); *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors

This follow-up study of student teachers contains data relative to the undergraduates' self-evaluation in the teaching-learning experience, and the assessments administered through the application of the same rating scale by the respective cooperating teachers and university supervisors. Descriptive and inferential statistics were applied to the data in order to determine significant differences in the assessments made by the student teachers' self-evaluation and those made by the cooperating teachers and supervisors. In most instances, no significant differences were found for the three groups of evaluators. Some differences among the evaluators were found on student teacher's participation in school activities, punctuality, and ability to develop evaluation devices. Appendixes include 51 tables and the evaluative instruments. (JD)

ED 328 514   SO 030 498

Biddle, Don S.

Improving Geography Teaching through Program Planning: An Approach to Pre-Service and In-Service Education.

PUB DATE- 90

NOTE- 27p.; Paper presented at the Regional Conference of the International Geographical Union (Beijing, China, August 13-19, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Design; Curriculum Development; Foreign Countries; *Geography Instruction; *Inservice Teacher Education; Models; *Preservice Teacher Education; Secondary Education; Teacher Education; Teacher Role; Teaching Models

More emphasis should be placed on the use of simple curriculum models for structuring instructional planning programs and for developing program planning skills during preservice or inservice education courses in order to continue to upgrade the contribution of geography to the secondary school curriculum. A five-stage model for planning geography programs is presented in this paper. The first two stages are concerned with the collection of data about the education system and the school for which the program is being produced. The third stage is an analysis of the syllabus, and the fourth is concerned with the preparation of instructional units. The fifth stage concerns the evaluation of students' progress during the year and the effectiveness of the units in achieving the aims and objectives of the course. A number of figures appear throughout the paper and a 30-item list of references is included. (DB)

ED 328 592 TM 016 111

Davis, Jo Ann
Key Statistics on Public Elementary and Secondary Education Reported by State and by Regional, Locale, and Wealth Clusters, 1987-88. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 142p.; Data Series: SP-CCD-87/88-7.2. For a companion document, see TM 015 920.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Graphs; Income; *Institutional Characteristics; Local Norms; National Surveys; Profiles; *Public Education; *Regional Characteristics; Rural Schools; School Districts; School Personnel; *State Norms; State Surveys; *Statistical Data; *Student Characteristics; Tables (Data); Urban Schools
IDENTIFIERS- *Common Core of Data Program; Wealth

Regional and subregional division characteristics of public elementary and secondary education in the United States are reported. Characteristics associated with urbanicity and wealth are also reported. Factors examined are those most commonly used to identify the resources, needs, organization, and special characteristics of education within each state. The factors are displayed in numeric and graphic form to make them useful for a wide range of audiences and purposes. Data were derived from a variety of sources. A major data source was the annual Common Core of Data survey of the National Center for Education Statistics. Data are presented in 46 graphs and 17 tables in four sections: (1) state background information (population totals, total school-age (5-17 years old) population, and state capacity to support public education); (2) institutional characteristics (numbers, types, and sizes of school districts and schools); (3) education staff and students (counts of students and teachers, administrators, and other education staff and ratios of selected staff to students); and (4) revenues and current expenditures for public elementary and secondary education. Selected highlights include the following: Idaho, Maine, and Nevada have the highest percentage (95.5%) of 5-year-old through 17-year-old students attending public schools; the largest school districts are located within the South Atlantic division, the city-urban fringe locale, and the moderately high relative wealth clusters; Delaware has the highest percentage (10.2%) of special education schools, and North Dakota has the second highest percentage (5.2%); student/teacher ratio tends to vary by geographic region more than by urbanicity or relative wealth; and Tennessee spends the largest percentage (69.9%) of total current expenditures on instruction. Descriptions of type of locale and a table comparing the relative wealth of each state are appended. (SLD)

ED 328 633 UD 027 872

The Challenge of Education: No Time To Waste, No Room, for Failure.
Cuban American National Council, Inc.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 31p.; Based on oral presentations made at the National Conference of the Cuban American National Council (5th, Miami, FL, January 24-26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Dropout Prevention; *Educational Change; Educational Improvement; *Education Work Relationship; Elementary Secondary Education; Equal Education; High Risk Students; *Hispanic Americans; *Labor Force Development; Minority Groups; *Parent Participation; School Effectiveness; Teacher Expectations of Students; Values Education
IDENTIFIERS- *Business Role; Cultural Sensitivity; Hispanic American Students

This paper summarizes issues and perspectives that form the basis of current educational debate. The paper contends that early in the 21st century, Hispanics and other minorities will constitute the majority of the work force in major markets across the nation. The lack of preparedness of over half the potential pool of minority workers will have a profound negative impact on the U.S. economy. The paper sketches and notes the disadvantages of three potential strategies: (1) expensive retraining of workers; (2) reformulation of jobs so that they require low skill attainment and pay sub-living wages; and (3) automation or the seeking of skilled workers from abroad. The paper summarizes major themes of the education reform movement and presents the following broad policy recommendations: (1) business leaders must play a more powerful role in the national education debate; (2) strong parent involvement in school-based activities and in supporting education at home must be vigorously promoted; (3) accountability and national standards must be set and upheld; (4) the dependency of the U.S. retirement system on the contributions of minority workers must be publicized; and (5) a balance must be struck between reforms that require increased revenues and those that require behavioral and organizational change. Two appendixes are included. (AF)

ED 328 647   UD 027 907

Laughrey, Michael C.

The Design and Implementation of a Mentor Program To Improve the Academic Achievement of Black Male High School Students.

PUB DATE- Dec 90

NOTE- 59p.; Educational Specialist Practicum Report, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Black Achievement; Black Education; *Black Students; *Dropout Prevention; Dropout Programs; High Schools; High School Students; *Males; *Mentors; Potential Dropouts; *Program Design; Program Implementation; Urban Schools

This practicum paper describes the design and implementation of a mentoring program to improve the academic achievement of black male urban high school students. The program utilizes black adult mentors from both the community and the school's faculty. Mentors function as role models, advisers, and resource persons. The program design includes the following components: (1) a school-based committee responsible for program implementation and for identifying student participants; (2) training for mentors; (3) periodic progress reports prepared by mentors; (4) after-school tutoring; (5) small group counseling; (6) career planning; and (7) program evaluation based on improvement in student test scores. Most of the program was funded from the regular school budget, with supplementary funds provided by the Parent Teachers Association. The program did not meet its overall goals for improving student test scores by one full point, perhaps because the target was unrealistic. However, participants did show improvement in attendance, test results, and postgraduation planning. The following materials are appended: (1) a list of 18 references; (2) 6 tables of statistical data; (3) a student progress report form; and (4) a mentor handbook developed by the school committee. (FMW)

ED 328 661   UD 027 952

Rowland, Della
Martin Luther King, Jr.: The Dream of Peaceful Revolution.
PUB DATE- 90
NOTE- 144p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Activism; Biographies; *Black History; *Black Leadership; Blacks; Childrens Literature; *Civil Disobedience; *Civil Rights; Clergy; *Demonstrations (Civil); United States History
IDENTIFIERS- *African Americans; *King (Martin Luther Jr); Nobel Prizes; Nonviolence; Southern Christian Leadership Conference

This biography for younger readers depicts the life of Martin Luther King, Jr., the Nobel Peace Prize winner who dedicated himself to the struggle for equal rights for African Americans while embracing the principle of nonviolent resistance. The book presents an overview of the civil rights movement and chronicles King's role as national leader and major advocate for social change. Highlights in the life of Martin Luther King, Jr., include the following: (1) ministry in the Baptist church beginning in 1947; (2) award of doctorate in theology from Boston University in 1955; (3) election as president of the Montgomery (Alabama) Improvement Association and leadership of the bus boycott there in 1955; (4) election as president of the Southern Christian Leadership Conference (SCLC) in 1957; (5) organization of Birmingham (Alabama) demonstrations and delivery of the "I Have a Dream" speech at the March on Washington in 1963; (6) award of the Nobel Peace Prize in 1964; (7) organization of demonstrations in Selma (Alabama) and march to Montgomery in 1965; (8) organization of the Poor People's Campaign in 1967; and (9) assassination in Memphis (Tennessee) in 1968. The book includes a civil rights movement time line, a timetable of events in King's life, suggested reading, and a list of 16 references. (AF)

ED 328 531   SP 032 850

Roberts, Brian
Teacher Education as Identity Construction. Music: A Case Study.
PUB DATE- 90
NOTE- 25p.; An earlier version of this paper was presented at the Conference of Atlantic Educators (Halifax, Nova Scotia, Canada, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Higher Education; *Identification (Psychology); *Music Education; *Music Teachers; Preservice Teacher Education; Role Conflict; *Role Perception; Self Esteem
IDENTIFIERS- Dalhousie University (Nova Scotia); Memorial University of Newfoundland (Canada); University of Alberta (Canada); University of British Columbia (Canada); University of Western Ontario (Canada)

Music education students appear to acquire an identity as a "musician" which they seem to construct as having the core meaning "performer." This paper addresses the question of the individual student's search for a clear identity in the dichotomy between the concept of "teacher" and that of "musician." The paper is based on a qualitative research initiative with data coming from participant observation and interviews with music education students in five Canadian universities over a period of 18 months. There is widespread disagreement about the nature of the "musician" who eventually ends up as a teacher in front of children in the schools. Interviews with music education students reveal a difficulty in clarifying their roles as "performer," "musician," and "teacher." These students typically view themselves as either a "performer" on some specific instrument or as a general "musician." It appears that this latter category is the perception of self for students who see themselves less able to compete for the "performer" status. Despite the fact that all of these students are training to become teachers, they see themselves not as teacher candidates but as musicians. (JD)

ED 328 548 SP 032 897

Strickland, Charles E.; O'Brien, Thomas V.

Making Introductory Foundations of Education Courses More Effective. Part One: The Case of Educational Studies 201, Emory University. Part Two: An Empirical Study.

PUB DATE- 20 Feb 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-18, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Course Descriptions; *Curriculum Development; Elementary Secondary Education; *Field Experience Programs; *Foundations of Education; Higher Education; Liberal Arts; Preservice Teacher Education; *Program Effectiveness; Public Schools; Teacher Education Programs
IDENTIFIERS- Emory University GA

A description is given of an introductory foundations of education course that requires students to participate in a field experience in the public schools and link their observations to the broader, more theoretical issues in education through a variety of classroom and writing activities. The course, through its design, is particularly effective in a liberal arts college curriculum because it capitalizes on a mix of students, not just teachers-to-be. It is noted that the course is not only an effective starting point for prospective teachers, it also serves as a means of informing noneducators about important issues, and as a vehicle for attracting undergraduates into the teaching profession. A description, illustrated by 13 graphs, is given of the characteristics of 66 students who had taken the course, based on a questionnaire distributed on the last day of class. (JD)

ED 328 563 TM 015 042

Marsh, Herbert W.
Public, Catholic Single-Sex, and Catholic Coeducational High Schools: Their Effects on Achievement, Affect and Behaviors.
PUB DATE- 1 Sep 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; *Affective Behavior; Behavior Patterns; *Catholic Schools; Coeducation; Comparative Analysis; *Context Effect; Course Selection (Students); Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; *High School Students; Locus of Control; National Surveys; *Public Schools; School Policy; Self Concept; Single Sex Schools; Student Development
IDENTIFIERS- High School and Beyond (NCES)

Growth during the last 2 years of high school was examined in public and Catholic high schools using data from the High School and Beyond database--a large, nationally representative study. Earlier research was extended by considering: (1) affective variables (e.g., self-concept, locus of control), academic choices (e.g., course selection), and postsecondary activities as well as academic achievement outcomes; (2) Catholic single-sex and Catholic coeducational schools separately; and (3) academic self-concept, school policies related to discipline, and academic orientation as mediating variables. Data for 4,378 students from public schools, Catholic coeducational schools, Catholic boys schools, and Catholic girls schools were analyzed. A sample size of 4,000 was used to test statistical significance in all analyses. Results indicate that growth in the last 2 years of high school on a variety of outcomes was modestly larger for Catholic school students than for public school students. Effects favoring Catholic schools were relatively larger for the selection of academic courses, relatively smaller for achievement and university attendance, and almost zero for affective variables. Subsequent analyses suggest that Catholic schools encourage students to take more academically challenging coursework and that this difference explained other public/Catholic differences. Three tables contain study data. A 49-item list of references is included, and an appendix defines the variables considered. (Author/SLD)

ED 328 619 TM 016 158

Braver, Sanford L.; Sheets, Virgil L.

Ordinal Hypothesis in ANOVA Designs: A Monte Carlo Study.

PUB DATE- Aug 90

NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Analysis of Variance; *Hypothesis Testing; Mathematical Models; *Monte Carlo Methods; *Regression (Statistics); Research Design; *Statistical Significance

IDENTIFIERS- *Monotonicity Analysis; Nonlinear Models; Ordinal Hypotheses; *Power (Statistics); Type I Errors; Type II Errors

Numerous designs using analysis of variance (ANOVA) to test ordinal hypotheses were assessed using a Monte Carlo simulation. Each statistic was computed on each of over 10,000 random samples drawn from a variety of population conditions. The number of groups, population variance, and patterns of population means were varied. In the non-null patterns, the power of the alpha-corrected tests was extremely low. Extremely low power was also evident for both the uncorrected and the no significance test for ordering technique. The linear trend test exhibited the highest power in almost every fully monotonic circumstance. The tau and monotonic trend tests also had high power in most fully monotonic population means instances, but they varied as to which was more powerful. Of the tests for disconfirmations of monotonicity, the curvilinearity test for detecting inversions or ties was too often significant in monotonic but non-linear cases. Combined tests were preferred when they had high acceptance values (power) for the fully monotonic cases, but low acceptance values when disconfirmations were present. Ultimately, the choice of technique comes down to the balance between power when the ordinal hypothesis is correct versus spurious acceptance of the ordinal hypothesis when it is slightly in error. Sweep tests, particularly the linear trend test, have the needed power, but lack the ability to alone detect disconfirmations of monotonicity. The tests of disconfirmation that were evaluated showed far too many false positives to warrant wide acceptance. Six data tables are included, and the Statistical Analysis System program used to run the Monte Carlo study and the program used to calculate taus are outlined. (TJH)

ED 328 515 SP 032 706

Narang, Harbans L.
Beginning Teachers' Perceptions of Their Proficiency in Teaching Skills.
PUB DATE- Jun 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Field Experience Programs; Followup Studies; Foreign Countries; Higher Education; Internship Programs; *Outcomes of Education; Program Effectiveness; Questionnaires; Rating Scales; *Self Efficacy; *Teacher Attitudes; *Teacher Education Programs; *Teaching Skills
IDENTIFIERS- University of Regina SK

A study undertaken by the Faculty of Education at the University of Regina, Saskatchewan, sought to determine beginning teachers' perceptions of their own abilities in 15 teaching skills and strategies and the degree of importance of various components of the teacher education program in developing these skills. Forty-three questionnaires were returned from teachers who had graduated from the university in 1989. Data analysis showed that, as a group, the beginning teachers perceived themselves as having a high ability in 10 skills and average ability in the remaining 5 skills. They rated internship highest in terms of its contribution to the development of all skills except two. In these two skills they rated internship second. Preinternship field experiences were rated next to internship, followed by professional studies courses, subject area classes, educational psychology classes, and courses in educational foundations and educational administration. Faculty gave similar ratings to these components in the teacher education program. A listing of the university's education program requirements, a copy of the questionnaire, and tables displaying the data on the estimate of proficiency and sources of development rating scales comprise the major part of this document. (JD)

ED 328 578 TM 016 085

Fisk, Yvette Hester
A Brief Overview of Three Classes of Methods for Detecting Item Bias.
PUB DATE- Jan 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-25, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; *Difficulty Level; *Item Bias; Item Response Theory; Literature Reviews; Mathematical Models; *Statistical Analysis; Test Items
IDENTIFIERS- Delta Plot Method

The reasons for recent endeavors to evaluate item bias are discussed, and item bias is defined. Some of the literature regarding the most promising methods of detecting item bias is reviewed. Three classes of methods for detecting item bias are discussed using concrete examples and illustrations. These methods are: (1) latent trait; (2) chi-square; and (3) item difficulty methods. The item difficulty method is considered to be the least computationally demanding method of the three. A small data set consisting of two groups of 17 examinees each taking a 15-item dichotomously-scored test is provided to illustrate the delta-plot technique--a user-friendly method involving item difficulties. It is concluded that researchers must decide on the best method to use based on: (1) the application of the results; (2) the level of statistical sophistication required; and (3) the practicality of implementing each method. Latent trait methods are statistically superior to chi square and item difficulty methods; however, the latter two methods are easier to implement. A 28-item list of references, two tables, and four graphs are included. (Author/SLD)

Chapman, Carmen
Authentic Writing Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary School Teachers; *Evaluation Methods; Higher Education; Inservice Teacher Education; *Instructional Innovation; Nontraditional Education; Portfolios (Background Materials); Secondary School Teachers; *State Programs; Student Evaluation; *Teacher Workshops; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Workshops
IDENTIFIERS- *Authentic Writing Assessment; ERIC Digests; *Illinois Writing Project

Some of the ways authentic writing assessment can be used in education are discussed. Using the Illinois Writing Program (IWP) as an example, this digest also looks at some of the goals, solutions, and experiences of a program that is implementing authentic writing assessment. New directions in authentic assessment are aimed at going beyond writing as an isolated subject unto itself by integrating writing into the teaching of all subject areas, including science and mathematics. An authentic writing assignment should reflect various types of writing as well as levels of complexity related to the task assigned in the assignment's prompt. An increasingly popular format is portfolio assessment, in which students complete a body of writing over a prolonged period of time. The IWP was designed to represent defined writing skills as well as status and growth; verify that the methods used to construct, conduct, and verify the assessment meet technical standards; and implement an informational network to allow classroom and district personnel to use test results to improve instruction. Criteria for the rating system concentrate on the paper's maintenance of a compositional focus, the use of supportive arguments, organization, and use of conventional English. The assessment also produces a focused holistic score on integration, which reflects how well the composition as a whole accomplishes the assignment. Teacher involvement in the program is fostered via workshops, provided to over 1,000 teachers during the program's 5-year history. A five-item list of additional reading materials is included. (TJH)

ED 328 532 SP 032 856

Strang, Harold R.

A Self-administered Simulation for Training Basic Classroom Skills. Final Report for Minigrant.

Virginia Univ., Charlottesville. School of Education.

SPONS. AGENCY- James Madison Univ., Harrisonburg, Va.

PUB DATE- Jul 90

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Elementary Secondary Education; Higher Education; *Microteaching; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Teacher Educators; *Teaching Methods; *Teaching Skills

This report focuses on the field testing of a recently developed self-administered microcomputer-based teaching simulation. Training-partner teacher educators from four Virginia institutions used the self-administered teaching simulation at their home sites. The educators used the simulation in a variety of ways: (1) to help education students practice classroom management skills; (2) to establish a network allowing up to 20 participants at one time to engage in the simulated teaching activity; (3) as a course requirement or project option for several teacher preparation classes; and (4) as an in-class demonstration and/or remedial tool. The evaluations by these teacher-training partners on the effectiveness of the computer simulation are presented. The simulation strengths and weaknesses are listed as well as suggestions for improvement. (JD)

Teacher Education Pipeline II: Schools, Colleges, and Departments of Education Enrollments by Race and Ethnicity.

American Association of Colleges for Teacher Education, Washington, D.C.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 90

NOTE- 53p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Black Colleges; *Elementary Secondary Education; *Enrollment Trends; *Ethnic Distribution; *Higher Education; Minority Group Teachers; Preservice Teacher Education; *Racial Composition; Regional Characteristics; *Schools of Education; Surveys

The primary purpose of this survey was to identify the numbers of students in the teacher education pipeline by race and ethnicity. It provides a means of assessing the need for teachers of color at the K-12 level; the potential pool of minority teachers in the postsecondary sector; and prospects for beginning teachers in schools, colleges, and departments of education (SCDE) enrollments. Usable responses were received from 685 SCDEs for a response rate of 57 percent, and additional data were gathered from federal government sources. The goal of the study was to aid in increasing the diminishing supply of Black, Hispanic, Asian, and Native American teachers. The report is organized in three sections. Section 1 highlights key points regarding the growth and diversity of the nation's K-12 and postsecondary sectors. It also offers national summary data on SCDE enrollments by race/ethnicity, institutional type, and academic field. Section 2 provides regional profiles (Northeast, Southeast, Central, and Western) of predicted growth in elementary and secondary school enrollment, and the diversity of postsecondary and SCDE enrollments. Section 3 provides state SCDE enrollment figures by race/ethnicity and specialty area (early childhood, elementary, secondary, special, bilingual, and vocational education) and level (baccalaureate, postbaccalaureate, and doctoral.) (JD)

ED 328 564 TM 015 911

Educational Statistics of the Republic of China, 1990.
Ministry of Education, Taipei (Taiwan).
PUB DATE- 90
NOTE- 259p.
LANGUAGE- English; Chinese
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Characteristics; National Surveys; Preschool Education; *School Statistics; Special Education; *Statistical Data; *Student Characteristics; *Tables (Data); *Teacher Characteristics; Vocational Education
IDENTIFIERS- *Taiwan

Tables of statistics are provided to portray education at all levels in Taiwan from approximately 1950 to 1990. The Taiwanese school system, academic year/schedule, current situation of schools, preschool education, compulsory education, secondary education, senior high schools, senior vocational high schools, higher education, social education, special education, supplementary and adult education, and international student exchange programs are described. General information is presented concerning the educational system, including: (1) number of schools; (2) numbers of teachers and other staff; (3) numbers of classes; (4) numbers of students; (5) numbers of students entering graduate schools; (6) entrance information for higher education; (7) educational expenditures; and (8) foreign students and study abroad. Information is presented in greater detail for: preschool education; 9-year compulsory education in elementary schools and junior high schools; senior high school education; vocational secondary schools; higher education, including the system of four- and five-year junior colleges; and social education supplemental to the school system. Data are derived from an annual survey of the schools and institutions of higher education. In 1989, there were 6,740 educational institutions, and over 99% of school-age children attended school. (SLD)

Houston, Ronald L.
The Education of Minority Students in Non-Urban Schools.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Black Students; Cultural Differences; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; Middle Class Culture; *Minority Group Children; *Racial Differences; *Rural Schools; Rural Urban Differences; *Student Characteristics; *Suburban Schools; White Students

Analyses of standardized test scores reveal that nonurban schools are not meeting the educational needs of Black and Hispanic students. While individual nonurban schools may be superior to urban schools in preparing the majority of their students to perform well on state standardized tests, the standardized test scores of nonurban minority group students are significantly lower than those of nonurban White students. Minority group students in suburban and rural schools are similar to their urban counterparts in how they are influenced by cultural values, the way they develop self-esteem and locus of control, and the way they process information. However, nonurban minority group students, unlike their urban peers, encounter a school environment where the culture, values, and attitudes of most of their classmates and teachers may be radically different from their own. As a result, minority group students resist engagement in academic activities, attach less value to education than their White peers, and achieve academically at a lower rate than White students. Nonurban schools need to develop strategies that sensitize teachers to the cultural, psychological, and cognitive styles of minority group students and implement programs such as The Efficacy Committee, Higher Order Thinking Skills (HOTS), and Foundations for Learning. Statistical data are presented in three tables. A 53-item bibliography is appended. (FMW)

ED 328 648 UD 027 910

Neibacher, Susan L.
Homeless People and Health Care: An Unrelenting Challenge.
United Hospital Fund of New York, N.Y.
PUB DATE- Dec 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Health Needs; *Health Programs; *Health Services; *Homeless People; Housing Needs; *Medical Services; Mental Health Programs; Outreach Programs; Primary Health Care; Program Descriptions; Public Policy; *Social Services; Substance Abuse
IDENTIFIERS- *New York City Health Care for Homeless Program NY

In 1985, the New York City Health Care for the Homeless Program began providing health care and social services to homeless people. The program seeks to provide care to those homeless people with the least access to services, reaching out to them in soup kitchens, shelters, and hotels. This paper summarizes what has been learned since 1985 about the special needs of homeless people and about the difficulties of providing services to this disaffiliated and vulnerable population. The report contains four principal sections. The first section, "Who Are America's Homeless?" identifies the major groups of single adults, families, and youth. The second section, "One Response: The New York City Health Care for the Homeless Program," describes the design and history of the program, its biggest challenges, and the support of the outreach staff. The third section, "Holes in the Safety Net," reviews obstacles to providing care, including site limitations, reluctance to receive care, staffing changes, institutional aversion, and lack of facilities. The fourth section, "Implications for Public Social Policy," examines issues underlying homelessness, including racism, mental illness, substance abuse, HIV-related illnesses, and housing needs. The paper includes statistical data in six tables and charts and a list of 17 references. (AF)

ED 328 579 TM 016 087

Croft, Cedric; Gilmore, Alison
Selection for Journalism: An Investigation into the Validity of Procedures for a Polytechnic Course.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; *Admission Criteria; *College Entrance Examinations; College Students; *Evaluation Methods; Foreign Countries; Higher Education; Intelligence Tests; Interviews; *Journalism Education; Listening Comprehension; *Test Validity; Writing Evaluation
IDENTIFIERS- Wellington Polytechnic (New Zealand)

Selection procedures for the Wellington (New Zealand) Polytechnic Journalism Program were studied. An exploratory analysis of 1983 selection data was undertaken, resulting in elimination of one selection test and establishment of a provisional cutoff for 1984 applicants. In the principal study, the following four aspects were examined: (1) selection tests; (2) the selection interview; (3) the personal information asked of applicants; and (4) the role of the written assignment required of applicants. Selection tests included: a test of general mental ability for use at the tertiary level; a story written after interviewing another candidate; and a test of listening comprehension. The pool of about 162 successful applicants from 1982 to 1984 (about 54 applicants per year) and about 150 unsuccessful applicants from 1982 to 1984 (about 50 applicants per year) formed the sample. Correlations were determined for the course grades, selection tests, and the ratings of candidates by three course instructors. Selection tests demonstrated satisfactory validity against course grades. It is suggested that the general ability test would be best complemented by a composite test sampling the skills measured by the other tests. Recommendations incorporated into the 1985 selection process and suggested for future use are discussed. Appendices provide information about students and forms used in the study. (SLD)

Koubek, Richard J.

The Role of Training, Individual Differences and Knowledge Representation in Cognitive-Oriented Task Performance.

Wright State Univ., Dayton, Ohio.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Dec 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cognitive Ability; Cognitive Style; Comparative Analysis; Difficulty Level; Higher Education; Hypothesis Testing; *Individual Differences; Knowledge Level; *Performance Factors; Skill Development; *Training; *Undergraduate Students
IDENTIFIERS- Automatization; *Knowledge Representation; *Training Effectiveness

The roles of training, problem representation, and individual differences on performance of both automated (simple) and controlled (complex) process tasks were studied. The following hypotheses were tested: (1) training and cognitive style affect the representation developed; (2) training and cognitive style affect the development and performance of automated processing; (3) training and cognitive style affect controlled process task performance; (4) task representation affects development and performance of automated processes; and (5) task representation affects controlled process task performance. To test these hypotheses, 19 undergraduate students (9 males and 10 females) of varying cognitive abilities were trained in an alphabetic (n=9) or hierarchical (n=10) manner to use a word processor. After training, the subjects' task representation was assessed and they were required to perform both controlled and automatic process tasks. The first hypothesis was not supported; the second, fourth, and fifth hypotheses were supported; and the third hypothesis could not be confirmed. Performance on repetitive tasks associated with automatization was influenced by training style and the mental task representation held by individuals. Task representation was also a significant determinant of performance on complex cognitive-oriented (controlled process) tasks. No effect was found for individual differences. To maximize performance, training and task design should consider the mental representation of the task. Two figures and four tables present study data. (SLD)

ED 328 620 TM 016 161

Fetterman, David M., Ed.; Pitman, Mary Anne, Ed.

Educational Evaluation: Ethnography in Theory, Practice, and Politics.

PUB DATE- 86

NOTE- 234p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - General (020)

DESCRIPTORS- Bilingual Education Programs; Black Students; Case Studies; Early Childhood Education; *Educational Assessment; Educational Theories; Elementary Secondary Education; *Ethnography; Evaluators; Experimental Teaching; Foreign Countries; *Politics of Education; *Research Methodology; School Districts; Sociocultural Patterns; *Theory Practice Relationship; Truancy

IDENTIFIERS- Zaire

Ten essays on the use of ethnography in educational assessment are presented. Overview essays include: (1) "Beyond the Status Quo in Ethnographic Educational Evaluation" (David M. Fetterman) and (2) "The Ethnographic Evaluator" (David M. Fetterman). Theoretical papers include: (3) "Theory in Education Evaluation: Or, What's Wrong with Generic-Brand Anthropology" (Elaine L. Simon); (4) "The Use of Explicit Anthropological Theory in Educational Evaluation: A Case Study" (Mary Anne Pitman and Marion Lundy Dobbert); and (5) "Attrition in Zairian Secondary Schools: Ethnographic Evaluation and Sociocultural Systems" (John D. Studstill). Practical papers include: (6) "Combining Ethnographic and Experimental Methods in Educational Evaluation: A Case Study" (Joseph Maxwell and others) and (7) "Qualitative Methodology in the Evaluation of Early Childhood Bilingual Curriculum Models" (Ray A. Chesterfield). Political considerations are addressed in the following papers: (8) "Use of Ethnographic Techniques for Evaluation in a Large School District: The Vanguard Case" (Barbara G. Ferrell and Donald W. Compton); and (9) "'Posin' to be Chosen': An Ethnographic Study of In-School Truancy" (Richard A. Marotto). The concluding paper is: (10) "The Evolution of a Discipline" (David M. Fetterman). (TJH)

ED 328 516 SP 032 710

Nystrand, Martin; Gamoran, Adam
A Study of Instruction as Discourse.
National Center on Effective Secondary Schools, Madison, WI.;
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Class Organization; *Classroom Communication; *Discourse Analysis; *Discussion (Teaching Technique); Interaction; *Learning Processes; Locus of Control; Middle Schools; *Questioning Techniques; Secondary Education; Teacher Response; Teaching Methods

It has been noted that students have an influential role in determining the nature of classroom events in the middle grades and that their teachers adjust their classroom behavior in response to the characteristics of students in the class. This paper analyzes instruction as discourse between teacher and students and the collaborative nature of their interaction. In considering reciprocity in instruction, the characteristics of high-quality instructional discourse are examined. These characteristics include: (1) authentic questions which seek a high input from the student; (2) the teacher's incorporation of a previous student answer into a subsequent question; (3) teacher response which validates the student's impact on the course of discussion; (4) questions eliciting nonroutine generalizations, analyses, or speculations; (5) encouragement of thoughtful student questions; and (6) high level of student participation. A discussion is presented on the effects of classroom organization on instructional discourse and the effects of instructional discourse on student achievement. A brief description is given of a pilot study conducted to examine the conditions of instructional discourse. A bibliography is included as well as data from the pilot study. (JD)

ED 328 533 SP 032 871

Tomorrow's Schools: Principles for the Design of Professional Development Schools.
Holmes Group, Inc., East Lansing, MI.
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College School Cooperation; Educational Change; *Educational Principles; Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; School Restructuring; *School Role
IDENTIFIERS- *Holmes Group; *Professional Development Schools

The professional development school is an effort to invent an institutional coalition that will bring together universities, schools of education, and public schools. This report urges the creation of a relatively small number of schools as professional development schools (PDS), designed to be the focus of professional preparation, school research, and the improvement of teaching. Six principles are offered on how PDS should organize themselves: (1) teaching and learning for understanding; (2) creating a learning community; (3) teaching and learning for understanding for all children; (4) continuing learning by teachers, teacher educators, and administrators; (5) thoughtful long-term inquiry into teaching and learning; and (6) inventing a new institution. The rationale for creating a network of PDS and the relationship of these schools to educational reform are discussed. The report concludes by suggesting what Holmes Group universities should do to make a start in establishing PDS. (IAH)

RATE IV--Teaching Teachers: Facts & Figures, 1990. Research About Teacher Education Project.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Enrollment Trends; *Field Experience Programs; Higher Education; *Institutional Characteristics; *Laboratory Schools; Preservice Teacher Education; *Schools of Education; Student Characteristics; Student Teacher Supervisors; Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Clinical Schools; *Professional Development Schools; Research About Teacher Education Project

The Research About Teacher Education (RATE) Project is an ongoing data collection effort to establish a reliable database about institutions of higher education where teachers are prepared, and about the faculty, students, and programs at these institutions. The data reported in this monograph were taken from four questionnaires--separate faculty and student questionnaires; an institutional questionnaire; and a school-based cooperating teacher questionnaire. Ninety institutions randomly selected from the membership of the American Association of Colleges for Teacher Education constituted the sample for this year's RATE Project. The focus of this study was on laboratory and clinical experiences. After an introductory section on methodology, 5 sections elaborate on the data collected. Section 1 deals with institutional characteristics and enrollment data and trends; section 2 focuses on laboratory, clinical, early field, and student teaching experiences; section 3 discusses data on faculty supervisors and cooperating teachers; section 4 discusses student profiles (demographic data, altruism and career horizons, cultural insularity, and student teaching experiences); and section 5 focuses on preservice preparation and clinical training. The report concludes with a summary of findings on the positive aspects of teacher preparation, especially as they pertain to perceptions about the laboratory, clinical, student teaching, and early field experiences. The summary also underscores some serious constraints to quality laboratory, clinical, and student teaching experiences. Tables, figures, and 11 references are included. (JD)

ED 328 607 TM 016 138

Dutcher, Peggy
Authentic Reading Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Evaluation Research; *Multiple Choice Tests; *Nontraditional Education; *Reading Tests; *State Programs; Student Evaluation; Student Interests; Test Construction; Test Format; *Testing Programs; Test Items
IDENTIFIERS- *Authentic Reading Assessment; ERIC Digests; *Michigan Essential Skills Reading Test; National Assessment of Educational Progress

Authentic reading assessment is examined, focusing on its implementation within the Michigan Essential Skills Reading Test (MESRT). Authentic reading assessment emerged as a response to research that indicates that reading is not a particular skill but an interaction among reader, text, and the context of the reading situation. Unlike formal assessments of reading, the MESRT uses intact, full-length stories and subject-area reading selections taken from real life materials, such as children's magazines, literature anthologies, and textbooks for different grade levels. The reading selections are then the driving force for developing test items. The MESRT uses the following three types of constructing-meaning items: (1) intersentence items, in which the answer to the test item can be found in two to three contiguous sentences within the reading selection; (2) test items, in which one or more paragraphs of the reading selection must be read to construct meaning; and (3) "beyond test" items, in which the reader not only constructs meaning from the text but also must bring in some of his or her own prior knowledge to answer the test item. In addition to the constructing-meaning items, the MESRT includes self-report items that assess student knowledge about illustrations or organization of specific texts as well as items that assess students' interest in and feelings about specific reading selections. To date, the reactions of parents and teachers have been positive. The positive impact of continuing research on reading and reading assessment is reflected in the 1992 National Assessment of Educational Progress reading framework as well as in other efforts. A six-item list of additional reading materials is included. (TJH)

ED 328 649 UD 027 911

Homelessness: Access to McKinney Act Programs Improved but Better Oversight Needed. Report to the Chairman, Subcommittee on Housing and Urban Affairs, Committee on Banking, Housing and Urban Affairs, U.S. Senate.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

PUB DATE- Dec 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Eligibility; Emergency Programs; *Expenditures; *Government Role; *Homeless People; Human Services; Program Administration; *Program Effectiveness; Program Evaluation; *Social Services
IDENTIFIERS- *Program Monitoring; *Stewart B McKinney Homeless Assistance Act 1987

The objectives of this study were to determine the following: (1) what actions Federal agencies have taken to reduce or eliminate barriers to obtaining and using funds provided by the Stewart B. McKinney Homeless Assistance Act; (2) the adequacy of Federal program oversight; and (3) the status of program expenditure rates. The programs reviewed are ones administered by the Departments of Housing and Urban Development (HUD), Health and Human Services (HHS), Education, and Labor, and the Federal Emergency Management Agency (FEMA). The report finds that HUD, HHS, Education, and Labor have made progress in easing barriers identified as impediments to providers obtaining and using McKinney Act funds. However, HUD and Education have not adequately monitored their McKinney Act programs and therefore cannot be assured that the programs comply with the McKinney Act and Federal rules and regulations. Efforts are underway at HUD, Education, Labor, and FEMA to improve monitoring and/or to conduct program evaluations. In addition, HUD, HHS, and Education officials are aware that some program recipients have not spent large portions of their fiscal year 1987-88 funds. These officials are urged to monitor all program expenditure rates. Recommendations to the Department Secretaries and the FEMA Director and four appendixes are included. (AF)

ED 328 565 TM 015 920

Morgan, Frank
State Profiles of Public Elementary and Secondary Education, 1987-88. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 424p.; Data Series: DR-CCD-87/88-7.2. For a companion document, see TM 016 111.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Faculty; Federal Aid; Graphs; Institutional Characteristics; National Surveys; *Profiles; School Demography; *School Statistics; State Norms; *State Surveys; *Statistical Data; Student Characteristics
IDENTIFIERS- American Samoa; Guam; Northern Mariana Islands; Puerto Rico; United States; Virgin Islands

This paper reports summary data on the general characteristics, fiscal revenues and expenditures, educational agency and school numbers and sizes, and students and staff for each state, the District of Columbia, and outlying areas (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands). Data are reported for factors that are most commonly used to describe the resources, needs, organization, and special characteristics of education within a state. The paper is organized into four major sections: (1) the "U.S. Profile" section gives summary statistics across the 50 states and the District of Columbia on all variables; (2) the "Rankings of the States" section consists of three tables presenting the relative position of the various states and the District of Columbia on selected variables; and (3) the "State Profiles" section (which composes the bulk of the report); and (4) the "Outlying Areas Profile" section provide numeric data and graphs containing information on all variables. Each "State Profile" includes eight graphs illustrating the data. The "U.S. Profile" section, each "State Profile" section, and each "Outlying Areas" section are comprised of five sections: general characteristics, fiscal data, institutional data, student data, and staff data. Comparative rankings of states on selected variables and an overall summary of each variable are also provided. The major source of data for this report was the National Center of Education Statistics (NCES) annual Common Core of Data survey, which provided information for the 1987-88 school year and 1987 fiscal year. Other sources include the NCES's "Digest of Education" (1988); several surveys published by the Bureau of the Census; statistics on the national school lunch program issued by the U.S. Department of Agriculture, Food and Nutrition Service; and the National Education Association report, "Rankings of the States, 1988". (RLC)

ED 328 635 UD 027 881

Weiler, Kathleen
Women Teaching for Change: Gender, Class & Power. Critical Studies in Education Series.
PUB DATE- 88
NOTE- 188p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Critical Theory; Educational Discrimination; Educational Theories; Females; *Feminism; High Schools; Public Schools; *Secondary School Teachers; Sex Role; Social Class; *Women Administrators; *Women Faculty
IDENTIFIERS- Feminist Scholarship; Hegemony; Power

This study of feminist high school teachers investigates and analyzes individual action within the bounds of structural constraints. The book draws on feminist theory that has addressed the role of schools in reproducing the inequality and oppression of women. Chapter One, "Critical Educational Theory," examines the implications and value of production and reproduction theory and introduces some of the key concepts guiding this study. Chapter Two, "Feminist Analyses of Gender and Schooling," locates the study within the context of feminist approaches, including liberal, radical, and socialist feminism. Chapter Three, "Feminist Methodology," builds on the work of feminist theorists in the social sciences. Chapter Four, "The Dialectics of Gender in the Lives of Women Teachers," studies the influence of elements in women teachers' life experiences. Chapter Five, "The Struggle for a Critical Literacy," explores the beliefs and practices of teachers and administrators attempting to create a feminist counterhegemony. Chapter Six, "Gender, Race, and Class in the Feminist Classroom," examines the conflicts of power and meaning in classroom discourse and practice. Chapter Seven, "Conclusion," recapitulates the theme of the interplay between the power of institutions and the will of individuals. A 171-item bibliography is appended. (AF)

ED 328 580 TM 016 088

Yee, Juliet; Wagner, Graham

Survey of the Usage of Standardized Tests of Achievement for Fiji (STAF), 1984-1985: A Report.

New Zealand Council for Educational Research, Wellington.
PUB DATE- 87
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Elementary School Teachers; English; Foreign Countries; Grade 5; Grade 6; Grammar; Hindi; Intermediate Grades; Interviews; Listening Comprehension Tests; Mathematics Tests; *National Surveys; Reading Comprehension; Reading Tests; Social Studies; *Standardized Tests; *Test Use; Vocabulary Skills
IDENTIFIERS- *Fiji; *Standardized Tests of Achievement for Fiji

The Standardized Tests of Achievement for Fiji (STAFs) were developed to measure skills and concepts of curriculum subjects for elementary schools. Two parallel tests were issued in early 1980 for Class-6 subjects (students in grade 6 of Fiji primary schools): (1) English Reading Comprehension; (2) English Listening Comprehension; (3) English Grammar; (4) English Vocabulary; (5) Social Studies; and (6) Mathematics. Then, vernacular versions in Fijian and Hindi were developed for Class five subjects. A survey was conducted to determine whether the STAFs were being used as designed. Mail surveys were sent to 650 Fijian primary schools (through Class 6) for completion by school administrators, and 10% of these schools were selected for interviews with as many teachers as possible. A total of 498 usable questionnaires were returned, and interviews were conducted in 66 schools. Data for 37 of the 66 schools interviewed were used to validate data collected from the returned mail questionnaires. Usage trends of Class-5 and Class-6 tests were similar. The use of STAFs was fair on the whole; however, the following problem areas were identified: (1) distribution of testing materials; (2) inservice training and teacher familiarization with tests; (3) test administration; (4) the need for tests to be updated on an on-going basis; and (5) appointment of an officer in charge of administering the STAFs. Seventy-one tables present study data. Four appendices contain supplemental material and the survey questionnaire. (SLD)

ED 328 594 TM 016 114

Gregory, Kemp

More than a Decade's Highlight? The Holistic Scoring Consensus and
the Need for Change.

PUB DATE- Jan 91

NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest
Educational Research Association (San Antonio, TX, January 24-26,
1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Development; Cost Effectiveness; Elementary
Secondary Education; *Holistic Evaluation; Interrater Reliability;
*Research Methodology; *Scoring; Student Evaluation; Testing
Problems; *Writing Evaluation

A balanced appraisal of holistic scoring of writing is presented via: examination of the present popularity of holistic scoring; analysis of several weaknesses associated with the holistic scoring method; and recommendations for remedying these weaknesses. Six reasons for the popularity of holistic scoring are: (1) relative lack of expense; (2) efficiency; (3) reliability; (4) the appeal of a holistic approach; (5) awareness of child development; and (6) invariance of score point descriptions. The weaknesses of holistic scoring are largely those of: lack of time for test takers or scorers; problems of interrater reliability and score scale consistency; inappropriate developmental principles; and the need for more open communication about the tests and the scoring. The overall thrust of this paper is that the popularity of holistic scoring is justified. Furthermore if its weaknesses are dealt with in a joint fashion by publishers, researchers, and educators, holistic scoring will become a better assessment tool for future research. A 26-item list of references is included. (SLD)

ED 328 621 TM 016 173

Sireci, Stephen G.; And Others

Applying Empirical Analyses to the Evaluation of Test Content.

PUB DATE- Nov 90

NOTE- 44p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, November 1, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cluster Analysis; *Content Analysis; Content Validity; Evaluators; *Interrater Reliability; Item Response Theory; Mathematical Models; *Multidimensional Scaling; Multiple Choice Tests; *Test Content

IDENTIFIERS- *Dimensional Analysis; Empirical Analysis; Experts; *Similarity Ratings

Although some researchers have argued against use of the term "content validity," the ability of a test item to adequately represent the domain of knowledge tested continues to be an issue of paramount importance in test construction. The present paper reviews previous analyses of test content and proposes a new empirical method for evaluating the content representativeness of a test. The proposed empirical method evaluates the content of a test by determining if similarity ratings of expert judges reflect the content structure specified in the test blueprint. Three expert judges rated the similarity of items on a 30-item multiple-choice test of study skills. The test was designed to assess the knowledge acquired by students at the end of a five-session study skills course. The test blueprint specified six content areas: study habits, time management, classroom learning, textbook learning, preparing for taking examinations, and taking examinations. The similarity data were used in a multidimensional scaling procedure to determine the dimensionality of the data. A subsequent cluster analysis was performed to determine whether the item clusters corresponded to the arrangement of items in the test blueprint. The results indicate a strong correspondence between the similarity data and the arrangement of items in the original test blueprint. Advantages of using item similarity data as an alternative to item response data are provided. Five data tables and six figures are included. A 29-item list of references is provided. (Author/TJH)

ED 328 517 SP 032 747

Teachers and National Development with Special Reference to Family Life Education.

International Planned Parenthood Federation, London (England).; World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

PUB DATE- 78
NOTE- 28p.; A report based on a seminar held in Lesotho, Africa, July 11-19, 1978.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Family Life Education; Family Relationship; Foreign Countries; Inservice Teacher Education; *Parenthood Education; *Program Development; Social Attitudes; *Teacher Role; Values Clarification
IDENTIFIERS- *Africa; Botswana; Lesotho; Malawi; South Africa; Swaziland

A seminar on family life education provided an opportunity for 51 participants, the majority of whom were women, from Botswana, Lesotho, Malawi, the Republic of South Africa, and Swaziland, to meet and discuss professional problems with colleagues involved in family life education (FLE). The objectives of the seminar were to: (1) develop a family life infrastructure in southern Africa; (2) bring teachers' organizations into contact with all associations dealing with family life education; and (3) raise the quality of life of the region's people. This report includes the recommendations and highlights of the discussions. The topics discussed were: the areas of concern and approaches for establishing a family life program; the role of the teacher; ways in which the teacher can promote a clearer understanding among education officials of the need for family life education; ways in which the teacher can work with the community to promote acceptance of family life education; and suggestions for teachers on ways to include family life education in the curriculum. Training needs are identified. (JD)

ED 328 534   SP 032 874

Small, Sue E.
Decision-making and Professional Development. A Focus on the Individual.
PUB DATE- Nov 90
NOTE- 22p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Decision Making; Elementary Secondary Education; Higher Education; *Individual Development; *Institutional Mission; Job Enrichment; *Organizational Development; *Professional Development; Program Development; Staff Development; Teamwork

A process of decision making and professional growth is described as a tool for refocusing on individual growth for professional development and redefining the relationship between professional development and organizational outcomes. Refocusing on individual professional growth is an intervention aimed at reconceptualizing the linking relationship between staff development and organizational outcomes. Six key concepts of the proposed intervention are discussed: (1) both individuals and organizations need a clear sense of purpose or mission; (2) individuals need to focus energy toward change and development to be more balanced and productive; (3) the relationship between individual development and organizational outcomes is informal and evolving; (4) the organization's goal is to facilitate and support individual decision making and development; (5) self-managing individuals and teams will produce an enthusiastic and growing staff; and (6) organizations will experience a transformation, producing outcomes of increased productivity, cooperation, and teamwork. Five components are suggested in an intervention model for the process of decision making and professional development. An outline of possible activities for individual development is accompanied by an outline of possible actions and resources that an organization can use to support individual development. (JD)

ED 328 551 SP 032 900

Haenn, Joseph F.

An Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast: 1990 Update.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 90

NOTE- 52p.; For the 1989 update, see ED 318 710.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Career Choice; *College Graduates; Comparative Analysis; *Compensation (Remuneration); Elementary School Teachers; Elementary Secondary Education; *Professional Personnel; Public Schools; Secondary School Teachers; State Surveys; *Teacher Salaries; Teacher Shortage; *Teaching (Occupation)

IDENTIFIERS- Alabama; Florida; Georgia; Mississippi; North Carolina; South Carolina

This report compares the average annual earnings of teachers to the average annual earnings of college graduates in full-time salaried, nonteaching positions in six states: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. This is the seventh in a series of annual analyses of wage comparability studies. In addition to comparing average earnings, the report represents several other comparisons between teachers and other college-educated workers, e.g., the growth in earnings throughout a career. One purpose of the analysis is to determine amounts teachers need to be paid to make their salaries equivalent to the earnings of college graduates with similar education and work experience in other occupations, e.g., executives, administrators, and managerial supervisors. It is noted in the conclusion that despite the growth of teachers' salaries over the last 7 years in the Southeast and a slower rate of growth for the earnings of other college-educated workers in the region, teachers' salaries are still not competitive enough to ensure the attraction and retention of adequate numbers of qualified teachers. (JD)

ED 328 595 TM 016 121

The National Education Report Card Act of 1990. Hearing on S.2034 To Authorize the Creation fo a National Education Report Card to be Published Annually To Measure Educational Achievement of Both Students and Schools and to Establish a National Council on Educational Goals, before the Subcommittee on Education, Arts and Humanities, Committee on Labor and Human Resources. Senate, One Hundred First Congress, Second Session (July 23 and September 10, 1990).

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

PUB DATE- 90

NOTE- 104p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Achievement; Educational Assessment; *Educational Legislation; Educational Objectives; Educational Policy; Elementary Secondary Education; Federal Programs; *Government Role; Hearings; *National Programs; *National Surveys; *Public Policy

IDENTIFIERS- Congress 101st; *National Report Card; Proposed Legislation

A Congressional hearing was held to consider: (1) the S.2034 To Authorize the Creation of a National Education Report Card To be consider: (1) the creation of a National Education Report Card to Schools and To Establish a National Council on Educatonal Goals, students and schools, and (2) the establishment of a National Council on Educational Goals. This document provides statements presented at this hearing concerning the National Education Report Card Act of 1990 (S. 2034). Prepared statements of D. P. Doyle and R. Mitchell are included. The introductory remarks of Senator J. Bingaman discuss educational assessment. S. Fuhrman of the Center for Policy Research in Education voices support for a National Council. Support for the national report card is provided by P. D. Forgione Jr., Connecticut State Department of Education. Statements by G. Ambach, Council of Chief State School Officers, and B. Honig, California Department of Education, are included. On September 10, 1990, the Subcommittee met again to discuss the formation of a National Council and the question of its independence from the political process. The following presenters' oral and prepared statements are provided: C. T. Cross, Office of Educational Research and Improvement; E. W. Clausen, American Association of School Administrators; M. C. Fricke, National School Boards Association; M. Waterman, National Parent Teacher Association; P. Kronkosky, Southwest Education Development Laboratory; and D. G. Stoner, Council for Educational Development and Research. A prepared statement from the National Education Association is also included. (SLD)

ED 328 608 TM 016 139

Macklem, Gayle L.
Measuring Aptitude. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Aptitude Tests; Comparative Testing; Educational Research; Elementary Secondary Education; Intelligence Tests; *Predictive Measurement; Research Utilization; Test Results; *Test Use
IDENTIFIERS- Aptitude Improvement; ERIC Digests

Aptitude tests are defined in contrast to intelligence and achievement tests. Although aptitude tests, like intelligence tests, measure a student's overall performance across a broad range of mental capabilities, the former also often include items that measure more specialized abilities (such as verbal and numerical skills) that predict scholastic performance in educational programs. Compared to achievement tests, aptitude tests cover a broader area and a wider range of experiences. Research data indicate that individually administered aptitude tests identify predictors of future scholastic achievement, compare performance across students, provide a profile of students' strengths and weaknesses, assess differences among individuals, identify hidden talents in some children, and provide information about handicapped students. Aptitude tests provide information for instructional, administrative, and guidance purposes. Overall, research on the improvement of aptitude test scores is inconclusive, but it does indicate that effective training approaches involve the following: longitudinal, non-intrusive techniques; interaction of student abilities and training methods; practice and feedback; incorporating other strengths of the student; and focus on aspects of intellectual aptitude that have been identified as trainable. A five-item list of additional reading materials is included. (TJH)

ED 328 636 UD 027 886

Perez-Selles, Maria E., Ed.; And Others
Building Bridges of Learning and Understanding: A Collection of Classroom Activities on Puerto Rican Culture.
NETWORK, Inc., Andover, MA.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 140p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Class Activities; *Cultural Background; Elementary Education; Folk Culture; Geography; Latin American History; *Learning Activities; *Lesson Plans; Migration; Multicultural Education; *Puerto Rican Culture; *Puerto Ricans; Symbolism

This collection of 35 self-contained teaching activities about Puerto Rican culture for elementary school students is designed for teachers who wish to incorporate multicultural concepts into their curriculum or make their teaching more relevant to Puerto Rican students. All lesson plans and student worksheets needed for immediate classroom use are included. Section I, "Here and There: Location and Migration," explores the geography, climate, and location of Puerto Rico as well as issues that surround why people move from place to place. Section II, "Puerto Rico: A Blend of Cultures," highlights some of the history of the island, from the indigenous Taino Indians to the arrival of the Spanish to stories of several heroes from diverse backgrounds. Section III, "An Island Rich in Tradition," looks at Puerto Rican symbols and traditions, including holidays and celebrations that are important elements of Puerto Rican culture. Each unit includes basic background information for users who are unfamiliar with Puerto Rican culture; lists the unit's activities; and also includes suggested grade levels, subject areas, and time requirements. A variety of teaching strategies are employed to meet the different learning styles of students. Some activities lend themselves especially well to the involvement of parents and community members. A chart relates each of the activities to the following major subject areas: (1) art; (2) language arts/English; (3) mathematics; (4) music; (5) science; and (6) social studies/geography. (FMW)

ED 328 650 UD 027 912

Tidwell, Billy J.

The Price: A Study of the Costs of Racism in America.

National Urban League, Inc., Washington, D.C. Research Dept.

PUB DATE- Jul 90
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Black History; Blacks; *Economic Impact; Emotional Problems; *Racial Bias; *Racial Discrimination; Social Problems; *Socioeconomic Influences; *Whites
IDENTIFIERS- *African Americans

America cannot afford to continue to pay the sociopsychological, sociopolitical, and economic costs of racism. The economic and psychosocial benefits of racism to the majority population during the slavery era are obvious. Similar interests motivated the discriminatory treatment of African Americans during the Jim Crow period, when Whites still believed that excluding African Americans from full social, economic, and political participation and exploiting them for economic gain was part of the natural order. Since the 1954 Supreme Court decsision, "Brown v. Board of Education," White Americans have continued to enjoy material and psychosocial advantages based on past racially exclusionary practices and present institutionalized discrimination. However, this long history of racism has created social costs in terms of social instability, loss of economic productivity, and constraints on the United States' world role as a purveyor of democracy. African Americans bear the individual costs of low self-esteem, high unemployment, low socioeconomic status, and limited opportunities. White Americans bear the costs of ignorance, moral ambivalence, interracial tension, and a weakened labor force. Statistical data are presented in eight tables. A figure illustrating the reciprocal relationships among the sociopsychological, sociopolitical, and economic costs of racism is included. A list of 98 references is appended. (FMW)

ED 328 518 SP 032 799

Cureton, Charles; Cook, Martha
A State-Wide Selection Model for Teacher Education--A
  Criterion-Related Approach.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criterion Referenced Tests; Elementary Secondary
  Education; Higher Education; *Measurement Techniques; Minimum
  Competencies; Models; Personality Traits; *Teacher
  Characteristics; *Teacher Effectiveness; *Teacher Selection
IDENTIFIERS- Ohio

A workshop was attended by 36 instructors from departments of education in colleges and universities throughout Ohio for the purpose of identifying criteria for teacher selection. The participants sought to determine ways to achieve a fit between the selection committee's values, perceptions, and personality characteristics and the teacher candidate's values, perceptions, and personality characteristics. The focus was on three major screening areas: skill competence, personality characteristics, and interpersonal skills. Three instruments were used to describe the personality characteristics, and interpersonal skills of hypothetical successful teachers: the Scales of Worker Functions; the Successful Employment Profile (SEP), and the Osgood Semantic Differential. The similarity of colleges and universities in their responses to the SEP and the semantic differential permitted the creation of a statistical model to represent the perceptions of all of the sample colleges and universities in Ohio. A summary of the workshop findings describes areas of agreement among the participants on what constitutes a successful teacher and lists six functions that a teacher should be able to perform, at least minimally. It is concluded that a statistical screening model based upon the data collected in this study can be used and validated concurrently using teachers who are already experiencing varying levels of success in the teaching field. (JD)

ED 328 566 TM 015 974

Gary, Lee P., Jr.
The Threat of a State Graduation Examination for Non-Public Schools in Louisiana.
PUB DATE- 1 May 89
NOTE- 5p.; Paper presented to the Louisiana State Board of Elementary and Secondary Education at a Public Meeting (Baton Rouge, LA, April 27, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); Catholic Schools; Government Role; *Graduation Requirements; High Schools; High School Seniors; *Private Schools; State Action; *State Standards; *Testing Problems
IDENTIFIERS- American College Testing Program; *Exit Examinations; *Louisiana

The proposal by the Louisiana State Superintendent of Education that non-public schools use a new public high school examination for graduation is described as an unwarranted regulation that threatens the pursuit of excellence and scholarship in private education. The proposed state exit examination is considered to be intrusive and inconsistent with statutory and constitutional law. It would demand the standardization of the curricula in non-public schools with the state curricula for public schools. The proposal is tied to the approval of a non-public school by the Louisiana State Board of Elementary and Secondary Education. It would require more regulation, sacrificing diversity and traditional values. The results on the American College Test (ACT) of graduating classes from 52 Louisiana Catholic high schools, revealing that 71% of the schools' graduating classes for 1988 scored above the state average of 17.1 for the ACT composite score, indicate that use of a state exit examination is not warranted. Exhibit 1 is a comparison of ACT scores for the 52 graduating classes from Louisiana Catholic high schools in 1988. (SLD)

ED 328 581 TM 016 090

Croft, Cedric
Non-Verbal Tests in Schools. SET Research Information for Teachers. Item 7. Number 2.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 82
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; *Cognitive Tests; Culture Fair Tests; Elementary Secondary Education; Foreign Countries; Intelligence Tests; *Nonverbal Tests; Performance Tests; *Test Use
IDENTIFIERS- Fact Sheets; *Paper and Pencil Tests

Non-verbal tests are paper-and-pencil tests that are designed to measure cognitive processes that do not involve verbal language. Such tests use shapes, patterns, diagrams, and sequences to measure general intellectual skills of a non-verbal nature. The use of such tests in schools is described. Performance tests using concrete apparatus are distinguished from these paper-and-pencil non-verbal tests. Major assumptions underlying the use of these tests include: (1) non-verbal tests tap a set of thinking skills basic to intellectual functioning and measure general intelligence; (2) non-verbal tests are more valid measures of the school potential of the low achiever than are verbal tests; and (3) non-verbal tests are culture free. None of these assumptions can be supported. Non-verbal tests appear to measure in the broad domain of intelligence and cannot be disregarded entirely. They are legitimate aids in determining the range and strength of an individual's cognitive abilities, particularly for career planning. It is important to recognize that non-verbal tests provide information for use in conjunction with a variety of sources. (SLD)

ED 328 622 TM 016 174

Hanford, George H.
Life with the SAT: Assessing Our Young People and Our Times.
College Board, New York, NY.
PUB DATE- 91
NOTE- 224p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Athletics; Books; *College Entrance Examinations; *Educational Trends; Females; Higher Education; High Schools; High School Students; *History; Mass Media Role; Minority Groups; Politics of Education; Public Officials; Testing Problems; *Test Use
IDENTIFIERS- College Entrance Examination Board; *Scholastic Aptitude Test

The history and nature of the Scholastic Aptitude Test (SAT) and issues that continue to be raised in the context of its use are discussed by a former president of the College Entrance Examination Board. This book provides insights into the changing role of college admissions testing since World War II; and considers the role of the SAT in relation to such diverse circumstances as the GI Bill, the Baby Boom, and the Civil Rights Movement. Topics addressed include: (1) the history of the SAT; (2) the origin of the SAT and its place in the testing world; (3) the nature of the SAT; (4) the decline of SAT scores in the 1960's and 1970's and the Educational Equality Project; (5) minorities and the SAT; (6) athletes and women; (7) politicians, public servants, and the media; (8) international perspectives; and (9) the development and nature of the College Board. More specifically, national manpower problems and international affairs, civil rights and intercollegiate athletics, television and the press, politics and bureaucracies, demographics and individuals, the science of psychometrics and the technology of testing, and education and attending college in the United States are considered. (TJH)

John, Martha Tyler
Providing Skills and Competencies for Beginning Teachers.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; *Beginning Teachers; Elementary Education; Field Experience Programs; Higher Education; Nontraditional Education; Preservice Teacher Education; *Program Design; *Teacher Education Programs; *Teaching Methods
IDENTIFIERS- Marymount University VA

A teacher education program was developed to implement the competencies for nontraditional, career adults who have an undergraduate degree in a content area. The program features three main areas of instruction: (1) curriculum and foundations; (2) specialization area; and (3) application of theory. Each of these areas is presented through instructional modules, which are not separate courses, but include the essential elements of several courses. For example, the specialization area, Module 2: Communications, includes reading methods, diagnosis of reading problems, language arts, children's literature, speech, and social studies. Field experiences are required for modules, and research is emphasized throughout. The schema for the program is described in full and assessment for the competencies is also provided. (Author/JD)

ED 328 552 SP 032 902

Shulman, Judith H., Ed.; Mesa-Bains, Amalia, Ed.
Teaching Diverse Students: Cases and Commentaries.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 138p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Environment; *Cultural Differences; Culture Conflict; Elementary Secondary Education; Family School Relationship; *Intercultural Communication; *Multicultural Education; Racial Attitudes; *Student Needs; Teacher Attitudes; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- San Francisco Unified School District CA

This casebook was developed collaboratively by a researcher from Far West Laboratory, a staff developer/researcher from the San Francisco Unified School District, and 11 veteran teachers who teach in large metropolitan settings. It contains 14 narrative cases written by teachers about problems that all teachers face who teach ethnically and racially diverse young people in their classrooms. The teachers describe problematic events from their own experience. Some reflect back on incidents they encountered as beginning teachers, describe how they handled the situations, and examine what they have learned during the ensuing years. Others portray problems they are presently facing. The commentaries that follow each case analyze the situations and are designed to take different perspectives in interpreting the accounts. The book is grouped into four sections highlighting the ways in which the cases are similar to each other. The first two chapters deal with instructional events: the challenges of teaching new concepts and skills to diverse learners, especially when the teacher is white and the students are of color, and the problems of integrating non-English-speaking students into the classroom. The focus of the third chapter is interactions with individual or groups of students who are particularly challenging. In these cases, the teachers wrote about the ways in which their relationships with students contributed to, or in some cases, detracted from a learning experience. The cases in the last chapter portray the importance and influence of school/family relationships on student learning. An annotated bibliography of 16 items is included, as well as guidelines for writing a case. (JD)

ED 328 609 TM 016 140

Merz, William R., Sr.; And Others
Neuropsychological Assessment in Schools. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC
Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Children; *Diagnostic Tests; Disabilities; *Educational Diagnosis; Elementary Secondary Education; *Neuropsychology; Norm Referenced Tests; *Psychological Testing; Standardized Tests; *Test Use; Test Validity
IDENTIFIERS- ERIC Digests

The nature of neuropsychological assessment and its application in the school environment are discussed. Neuropsychology is the study of how the brain and nervous system affect thinking and behavior. A complete neuropsychological assessment requires gathering and analyzing information on a child's: (1) physical, social, and psychological development; and (2) education. Sources of data for neuropsychological assessments include parental observations, formal observation, standardized measures, and other tests such as the Halstead-Reitan Neuropsychological Test Battery and the Luria-Nebraska Neuropsychological Battery. Educational application of neuropsychological assessment is particularly pertinent today due to recent laws concerning education of the handicapped, the wide range of programs offered by schools for the developmentally disabled, and the difficulties involved in identification of learning disabilities. Although neuropsychological tests are excellent diagnostic tools, they are limited by the following: thoroughly trained professionals must administer the tests and interpret results; several other indicators must be used along with test results; questions about the validity of norms for such tests; and the time consuming nature of the tests. A five-item list of additional reading materials is included. (TJH)

ED 328 637 UD 027 887

Johnson, Jeffery M.; Watson, Betty Collier, Ed.
Stony the Road They Trod: The African American Male. Runta (Truth).
National Urban League, Inc., Washington, D.C. Research Dept.
PUB DATE- *Jun 90*
NOTE- *7p.*
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Employment; Blacks; *Black Stereotypes; Educational Attainment; *Labeling (of Persons); *Males; Mortality Rate; Racial Discrimination; *Self Fulfilling Prophecies; Social Bias; *Social Problems
IDENTIFIERS- *African Americans

Stereotypes of the African American male in the popular media have imprinted a harsh and unflattering image in the public consciousness that has negatively affected the self-image of African Americans. Additionally, those stereotypes affect the decision making of employers, police officers, teachers, and other authority figures, resulting in a self-fulfilling prophecy. The following negative effects of the devaluation process are outlined: (1) African American males have a shorter life span than any other population group in America, due to a disporportionate vulnerability to disease and homicide; (2) structural changes in the labor market and racially discriminatory hiring practices create high unemployment among African American men, wide gaps between the earnings of African American and White men, and a disproportionate number of African American men living in poverty; (3) dysfunctional sociopsychological conditions include a large number of female-headed families, a lack of positive male role models, intraracial crime, and low levels of educational attainment; (4) the internalized negative self-image and the negative attitudes of authority figures result in the disproportionate involvement of African American males with the criminal justice system; and (5) the location of drug markets within African American communities results in an increase in violence and drug abuse. Changing economic and demographic conditions may provide a "window of opportunity" for improvement, but African American males must improve their education and skills in order to participate in the future economy. A list of 13 references is appended. (FMW)

ED 328 651 UD 027 913

Black Americans and Public Policy: Perspectives of the National Urban League.
National Urban League, Inc., New York, N.Y.
PUB DATE- Apr 88
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Attitudes; Black Organizations; *Blacks; *Civil Rights; *Economic Development; Educational Policy; Financial Policy; *Job Training; Policy Formation; *Public Policy; *Welfare Services
IDENTIFIERS- *Urban League

This collection of six commentaries represents the National Urban League's perspective on public policies needed to promote the interests of black Americans. Each commentary focuses on the present condition of blacks, details the impact of recent policy intiatives, and delineate's the League's proposals for improvement. "Black Americans and Public Policy" (D. G. Glasgow) urges policymakers not to use the Federal budget deficit as an excuse to avoid funding domestic programs that would improve the socioeconomic status of blacks. "Civil Rights and Social Justice" (R. McAlpine, B. J. Tidwell, and M. L. Jackson) recommends voting, education, employment, and housing policies that would counteract the deleterious reversals of the Reagan era. "Employment and Training: Toward the Year 2000" (B. C. Watson, V. Austin, and J. Reed) makes recommendations for improving the Job Training Partnership Act (JTPA), employment, and the national economy. "Education: In Search of Equity and Excellence" (D. J. Jones, E. W. Chunn, and S. G. Robinson) argues that the Federal Government has the primary responsibility for providing programs that meet the educational needs of blacks. "Welfare Reform: An Antipoverty Strategy" (S. Bergeron, J. Dixon, and D. G. Glasgow) recommends the development of a national antipoverty program based on reform of the Aid to Families with Dependent Children (AFDC) program. "Black Economic Development: Still on the Margin" (B. J. Tidwell, K. V. Hill, and L. B. Malone) suggests reforms in minority business support, block grants, urban development grants, and enterprise zones. Each commentary includes a list of references. (FMW)

ED 328 567 TM 016 016

Pugh, Richard C.; Hu, Yuehluen
Canonical Correlation: Terms and Descriptions.
PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Data Interpretation; Dictionaries; Educational Research; *Multivariate Analysis; *Research Methodology; Research Reports; Textbooks; *Thesauri; Vocabulary
IDENTIFIERS- Computer Manuals; *Journal of Educational Research

The use of terms to describe and interpret results from canonical correlation analysis has been inconsistent across research studies. This study assembled the terminology related to the use and interpretation of canonical correlation analysis from research articles, textbooks, and computer manuals. Research articles using canonical correlation were culled from the "Journal of Educational Research" from 1978 to 1989. At least 10 textbooks on multivariate analysis and the computer manuals for the Statistical Analysis System program and the Statistical Package for the Social Sciences (SPSS-X) were reviewed. There was considerable inconsistency in the use of the terminology in research articles, textbooks, and computer manuals. To address this confusion, a 69-item dictionary/thesaurus is presented; 32 of the terms include definitions and the remaining terms are cross-referenced to these terms. A 51-item list of references is included. (Author/SLD)

ED 328 582   TM 016 091

Cobbs, Henry L., Jr.; Wilmoth, James Noel
An Observation Schedule for Assessing Computer Technology
  Environments at Second, Third, and Fourth Grade Levels.
Atlanta Public Schools, Ga.; Auburn Univ., Ala. Center for
  Vocational and Adult Education.
PUB DATE- 90
NOTE- 104p.; Paper based on Revision Number 1 of Report Number 1:
  "Observation Schedule for Computers in the Classroom Environment"
  to the Atlanta Public Schools, September 17, 1990.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Classroom Environment; Classroom
  Observation Techniques; Computer Literacy; *Computer Uses in
  Education; *Data Collection; Educational Technology; Elementary
  Education; *Elementary School Students; Evaluation Methods;
  *Evaluators; Grade 2; Grade 3; Grade 4; Naturalistic Observation;
  Research Methodology; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Atlanta Public Schools GA

An instrument used to assess educational environments for computers as new tools for teaching and learning was studied in grades 2, 3, and 4 of the Atlanta (Georgia) Public Schools (APS) in May 1990. The instrument contained 46 items indexing: (1) the immediate and expanded spaces for the computer stations; (2) the presence of software and manuals; (3) teacher practices; and (4) student perspectives. Items were constructed from a list of teacher proficiencies claimed as outcomes resulting from contracted teacher training provided by the software vendor. Data were collected by observers in randomly selected classrooms representing all elementary schools in the APS. Observations were attempted in 338 classrooms. Univariate statistics and norming analyses are presented for all items and selected transformations. Reliabilities and coefficients for the full scale and selected subscales are tabulated and discussed to give a picture of computer use in these elementary schools. The desired teacher proficiencies were not revealed by this study. Eighteen tables present study data. Appendix A presents the Observation Schedule for Computers in the Classroom Environment; and Appendix B is a 326-item list of observer comments. A 33-item list of references is included. (SLD)

ED 328 596 TM 016 122

Rankings of the Counties and School Districts of South Carolina 1988-89. 1990 Edition.

South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- May 90
NOTE- 384p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Comparative Analysis; County School Districts; Economics; Educational Finance; Elementary Secondary Education; Institutional Characteristics; Local Norms; Population Trends; *Public Schools; *School Districts; School Personnel; School Statistics; State Norms; *Statistical Data; Student Characteristics; *Tables (Data)
IDENTIFIERS- Educational Indicators; *Ranking; *South Carolina

Data are presented to allow comparisons of school districts on various characteristics that result from, or are closely connected with, education in South Carolina. This document presents 115 tables of ranked characteristics related to public education in South Carolina. The characteristics are arranged alphabetically by the 91 school district or county names and numerically by characteristic value. In some instances, a high value is favorable; in others, it may be unfavorable. Estimates reflect the population as of July 1, 1988. Tables are grouped according to the following topics: (1) population; (2) economics; (3) pupils; (4) professional staff; (5) finances; and (6) miscellaneous information. For the 1988-89 school year, the largest number of students served by a local public school system was 50,813 as reported by Greenville School District, and the smallest number of students served by a local school district was 548 as reported by Marion School District 4. The largest percent increase in enrollment from 1979 to 1989 was 34.4 as reported in Dorchester School District 2, and the largest percent decrease over the past 10 years was 31.7 in Clarendon School District 1. During 1988-89, one of every 25 public school students (4.2%) in grades 9 through 12 dropped out of school. Thirty-seven school districts reported dropout rates that exceeded the average for the state. The teacher turnover rate among the 91 school districts from 1987-88 to 1988-89 ranged from 3.9% to 33.9%. The current operating expenditures per student in South Carolina public schools increased from $1,229 in 1978-79 to $3,439 in 1988-89. The statewide average pregnancy rate among females 14 to 17 years old was 5.7% during 1988. Four appendices provide supplemental information, and a fifth appendix presents a glossary of terms used in reporting. (SLD)

ED 328 623   TM 016 175

Pennock-Roman, Maria
Test Validity and Language Background: A Study of Hispanic American Students at Six Universities.
College Board, New York, NY.
PUB DATE- 90
NOTE- 197p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Background; Class Rank; College Entrance Examinations; *College Students; English (Second Language); Higher Education; High Schools; *Hispanic Americans; *Language Proficiency; Multiple Regression Analysis; *Predictive Validity; Racial Differences; Student Characteristics; *Student Records; Test Results; *Test Validity; Universities; White Students
IDENTIFIERS- *Scholastic Aptitude Test

Six American universities were studied to assess the predictive validity of Scholastic Aptitude Test (SAT) scores and other admissions data and of student language background relative to college grades for Hispanic students. Sample sizes at the universities ranged from 76 to 686 for Hispanic subjects and from 924 to 4,919 for White students. The universities included three institutions (two in California and one in Texas) with Hispanic students of predominantly Mexican American extraction, one institution in Florida with a majority of Cuban American students among the Hispanic sample, and two institutions (one in Massachusetts and one in New York) with a majority of Puerto Rican students among their Hispanic samples. Data sources included: (1) College Board's Admissions Testing Program/Validity Study Service files; student records on freshman grades and, sometimes, high school grades, standardized high school rank, and/or college major; and (3) student responses to two special surveys on language background for Hispanic subjects. Results of multiple regression analysis show no evidence of lower accuracy of prediction for Hispanic students either for the tests alone or in combination with other variables. In examining the relationship between language background and predictor variables, it appears that SAT verbal scores correlated moderately with English proficiency, but SAT math scores were less correlated with English proficiency. The results support the use of SAT scores in combination with the high school record for evaluation of Hispanic American students in admissions to moderately and highly selective institutions. The accuracy of prediction varies by institution, but differences between ethnic groups at the same institution are small. Additional methodological notes and questionnaires and communications with the students are appended. (TJH)

ED 328 519 SP 032 804

Lieb, James Philip
"Educators Modeling Self-Esteem to At-Risk Students": The Practice of Personal and Professional Development.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Inservice Education; Program Development; *Role Models; *Self Esteem; *Staff Development; Teacher Attitudes; *Well Being; Workshops
IDENTIFIERS- *Wellness; Westmoreland County School District VA

A description is given of the training and inservice plan for Westmoreland County Public Schools (Virginia) which focused on the personal and professional needs of teachers and the issues of the at-risk student population with which they work. A staff self-esteem workshop was developed which focused on the need for persons to care for themselves before they can try to help others. The workshop demonstrated methods of providing self-care, recognizing personally effective strategies to enhance well-being, and developing awareness of self-defeating behavior patterns regarding self-care. A foundation was established for each participant to make a personal commitment to self as an objective for helping students. The workshop also addressed codependency and its application to self-development and the personal development of others, especially at-risk students. The blocks to wellness which arise from this issue were examined. The Westmoreland County Public Schools Special Education Inservice Plan, 1990-91, the preworkshop survey, and a workshop evaluation form are attached. (JD)

ED 328 536 SP 032 876

Wong, Lily Y. S.
A Source of Distractions in the Classroom: The Teacher.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Clothing; Cultural Influences; Elementary Secondary Education; Higher Education; *Hygiene; *Personality Traits; Preservice Teacher Education; *Speech; *Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness

This paper identifies distracting factors which take away pupils' attention from the lesson and focus it on the teacher. Distracting factors include teachers' irritating habits, improper attire, and mannerisms. Examples of distracting features of both males and females are listed in eight categories: (1) attire; (2) hair; (3) make-up; (4) personal appearance; (5) jewelry or accessories; (6) glasses; (7) habits and mannerisms; and (8) verbal habits. (JD)

ED 328 537   SP 032 884

Bishop, Kelly; Staufacker, Michael J.
Clearing the Air: A Collaborative Approach to Smoke-Free Schools.

PUB DATE- 17 Oct 90
NOTE- 12p.; Paper presented at the Convention of the American School Health Association (October 17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Health Promotion; *Participative Decision Making; *Policy Formation; Program Development; Program Implementation; *Public Schools; School Districts; *Self Help Programs; *Smoking; Student Behavior; Substance Abuse
IDENTIFIERS- *Smoke Free Schools

Suggestions are made for establishing a policy for prohibiting smoking on school property. First, a working committee for policy formation should be established. This committee should consist of representatives from all populations affected: students, teachers, parents, staff, bus drivers, cooks, administrators, and union and community representatives. The committee would be responsible for reviewing current policy, surveying target populations to assess their current needs, reviewing survey results, determining type of policy, and setting a timeline. Should a school district wish to set up a smoking-cessation program, it is suggested that the health promotion coordinator determine the appropriate program elements for his/her colleagues and school district. Generally, an effective program will address the following issues: knowledge or information, motivation, coping skills, stress management, weight control, exercise, relapse prevention, social support, and nicotine addiction. Some program characteristics to be considered are: behavior modification, hypnosis, nicotine replacement, cold turkey versus gradual reduction, and length. Other things to be considered are choice of trainer and evaluation data. (JD)

ED 328 568 TM 016 059

Veccia, Ellen M.; Schroeder, David H.

Construction and Analysis of Semantic Properties of an Alternate Form of the Personality Worksample. Technical Report 1990-6.

Johnson O'Connor Research Foundation, New York, NY. Human Engineering Lab.

PUB DATE- Dec 90

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adults; Correlation; *Personality Measures; *Psychological Testing; *Semantics; *Test Construction; Test Format; Test Items; Test Validity

IDENTIFIERS- *Objectivity; *Subjectivity

A set of 150 experimental personality items was constructed for an alternate form of the word association personality worksample developed by the Johnson O'Connor Research Foundation. The items were intended to possess several semantic properties hypothesized to facilitate discrimination between objective and subjective examinees. Specifically, the items were intended to be items that were contrasts, were concrete, had a physical or sensational reference, and were capable of generating alternative responses other than the contrast response. The items were also expected to elicit the keyed response from at least 15% of the examinees. Each of the experimental items was administered to approximately 100 examinees; a total of 1,541 examinees participated in the study. The importance of each of the subject property to an item's performance was examined by having three raters indicate the degree to which each stimulus-keyed response word pair possessed each of the properties. The mean ratings were then correlated with the items' correlations with total scores on Worksample 35 A (referred to as item-total correlations). Interactions among the ratings were also analyzed. Correlations revealed that the contrast property was the best predictor of item-total correlation with Worksample 35 A scores. A semantic analysis of Worksample 35 A items by M. Daniel, and administration instructions for the worksample are appended. Six data tables and one figure are included. (TJH)

ED 328 610 TM 016 141

Childs, Ruth Axman
Gender Bias and Fairness. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; *Aptitude Tests; College Entrance Examinations; Court Litigation; *Culture Fair Tests; Elementary Secondary Education; Legal Problems; *Sex Bias; *Test Bias; Test Interpretation; Test Results; Test Use
IDENTIFIERS- ERIC Digests; New York; Scholastic Aptitude Test

A brief introduction to the topic of gender bias and fairness in testing is provided. A test is biased if men and women with the same ability levels tend to obtain different scores. The conditions under which a test is administered, the wording of individual test items, and a student's attitude toward the test can affect test results. While gender bias is a characteristic of the test itself, gender fairness refers to the ways test results are used. Detection of gender bias involves checking questions for: references that may be offensive to members of one gender; references to objects that are more familiar to men or to women; and unequal representation of men and women as actors or representation of members of each gender only in stereotyped roles. Gender bias assessments are particularly important for aptitude and achievement tests. Determining whether test results are being used fairly requires examination of the organizational policies that determine how test results are used. This latter issue is illustrated with a court case ("Sharif v. New York State Education Department") concerning the use of SAT scores as sole determinants of scholarship awards. A four-item list of additional reading materials is included. (TJH)

ED 328 638 UD 027 888

Jackson, Monica L.; Watson, Betty Collier, Ed.

The African American Woman. Runta (Truth).

National Urban League, Inc., Washington, D.C. Research Dept.
PUB DATE- May 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Rate; Black Employment; Black Family; *Blacks; Black Stereotypes; Demography; *Females; *Individual Characteristics; *Outcomes of Education; *Racial Differences; *Socioeconomic Status; Whites
IDENTIFIERS- *African Americans

The African American woman has commanded widespread public attention, but popular misconceptions of her socioeconomic role and status differ sharply from her actual situation. The following basic characteristics of the contemporary African American woman, drawn from census figures, are outlined: (1) demographically, females comprise a majority of the African American population and they are a relatively young subgroup; (2) the fertility rate of African American women is decreasing, and while the fertility rate for African Americans in the 10-19 years old age range is triple that of their White counterparts, the White fertility rate is higher in the 25-34 years old age range; (3) almost two-thirds of African American women are presently married or have been married, almost 77 percent of married African American women have their husbands present, and about half of all African American families are female-headed; (4) although African American females have achieved significant advancement over the years, educational attainment remains disproportionately low compared to White females; and (5) high unemployment rates and employment in low-paying jobs continue to limit the well-being of African American women. As a group, African American females present a wide variation in socioeconomic status. While highly educated African American women earn higher wages than their White counterparts, the larger segment of African American women constitutes the poorest racial gender group in the nation. All African American women, regardless of socioeconomic status, must help develop a strong African American community. (FMW)

ED 328 652 UD 027 914

Dropout Rates in Massachusetts Public Schools: 1989.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- Oct 90
NOTE- 49p.; Publication #16480.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Ethnicity; *Geographic Distribution; High Schools; Minority Group Children; *Racial Differences; School Statistics; Secondary Education; *Sex Differences; State Surveys; Urban Schools
IDENTIFIERS- Asian American Students; Hispanic Students; *Massachusetts

This report summarizes information about students who dropped out of Massachusetts public schools during 1989 and provides comparative dropout data from the 1987 and 1988 surveys. Both the annual dropout rate and the projected 4-year dropout rate are presented. The annual rates describe the percentage of students who drop out in a given year and are reported by the following breakdowns: (1) by grade; (2) for a range of grades (9-12); (3) by gender; (4) by race/ethnicity; (5) by kind of community; and (6) by program area. The projected 4-year rates estimate the percentage of ninth graders who may not graduate in 4 years. The following findings are reported: (1) the 1989 annual dropout rate was 4.9 percent; (2) the 1989 estimated 4-year dropout rate was 18 percent; (3) the annual dropout rate and the estimated four-year dropout rate decreased between 1988 and 1989 due to a decrease in the number of dropouts in urban schools; (4) annual dropout rates by school ranged from as low as 0 percent to over 26 percent; (5) the highest percentage of students dropped out in grades 10 and 11 (5.7 percent and 5.6 percent, respectively), while the lowest percentage (3.6 percent) dropped out in grade 12, and 4.4 percent dropped out in grade 9; (6) 5.3 percent of males and 4.5 percent of females dropped out; (7) 14.1 percent of Hispanic American students, 9.2 percent of Black students, 7.8 percent of Native American students, 4.7 percent of Asian American students, and 4 percent of White students dropped out; (8) dropouts were most prevalent in urban schools; and (9) 5.5 percent of students enrolled in vocational-technical programs and 7.4 percent of special needs students dropped out. Statistical data are presented in 12 tables and 7 graphs. (FMW)

ED 328 520 SP 032 805

Ukah, Matthias O.
Value Orientation--A New Emphasis for Teacher Education in Higher Education for the 1990s.
PUB DATE- 90
NOTE- 16p.; This is the best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Modification; *Citizenship Education; Developing Nations; *Ethical Instruction; Foreign Countries; Higher Education; *Humanistic Education; *Social Cognition; Teacher Behavior; Teacher Characteristics; *Teacher Education; *Values Clarification
IDENTIFIERS- *Nigeria

Teacher education institutions in Nigeria play an important role in meeting the demands for positive value orientation. Value orientation is described as the inculcation of moral and ethical values that can establish a distinction between right and wrong, good and bad, truth and falsehood, and justice and injustice in social relations. It is assumed that value orientation is a factor in teacher effectiveness. Criticism is leveled at the present higher education system for failing to meet the challenges of social problems in the country. It is emphasized that teacher education must make students value conscious as a prerequisite for an orderly society. The paper examines current societal ills which have rendered education impotent in checking the spread of disorder in the social system. In discussing the process of value clarification as a teacher's major responsibility, it is pointed out that more attention must be given to value orientation in the curricular offerings of institutions of higher education. (JD)

ED 328 553 SP 032 905

Kids Count Data Book. State Profiles of Child Well-Being.
Center for the Study of Social Policy, Washington, DC.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 91
NOTE- 176p.; For the 1990 report, see ED 320 167.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Children; High School Graduates; High Schools; Infant Mortality; *National Surveys; Poverty; Pregnant Students; Prisoners; Racial Differences; State Surveys; *Trend Analysis; Unwed Mothers; Violence; *Well Being; *Youth Problems

Statistics are presented for eight measures of child and adolescent health, education, and social and economic well-being in each of the 50 states and the District of Columbia. Indicators measured were: (1) percent low birth weight babies; (2) infant mortality rate (per 1,000 live births); (3) child death rate ages 1-14 (per 100,000 children); (4) teen violent death rate ages 15-19 (per 100,000 teens); (5) percent teen out-of-wedlock births; (6) juvenile incarcaration rate (per 100,000 juveniles); (7) percent of children in poverty; and (8) percent graduating from high school. Data are included on the following perspectives: United States profile; United States minority profile; state profiles; national goals and performance for children; two-year "Kids Count" profile; states in rank order by indicators; and state facts. (JD)

ED 328 583 TM 016 092

How North Carolina Ranks Educationally among the Fifty States--1990.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.
PUB DATE- 90
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Educational Trends; Elementary Secondary Education; Graphs; Higher Education; *School Statistics; State Norms; *State Surveys; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *North Carolina

Information is presented about education in North Carolina. Data are included in the following areas: (1) population; (2) enrollment and attendance; (3) faculty numbers and salaries; (4) general financial resources; (5) governmental revenue; (6) school revenue; (7) governmental expenditures and debt; (8) school expenditures; and (9) miscellaneous statistics relating to education. Over 100 statistics pertaining to education are presented in two sections: North Carolina's Rank, 1990; and Educational Trends in North Carolina. For some indices, North Carolina showed slight gains over other states, as illustrated in the amount of money spent on higher education. Relative to other states, North Carolina's per capita income was low, and state and local tax revenues and teacher salaries continued to be below the national average. Combined North Carolina per capita state and local expenditures for elementary, secondary, and postsecondary education were below the national average; and North Carolina ranked even lower in expenditures for local elementary and secondary schools. Fourteen pages of tables and 16 bar graphs are included. A glossary is appended. (SLD)

ED 328 597 TM 016 124

Report on the Implementation of the Basic Skills Assessment Program 1989-90.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Dec 90

NOTE- 35p.; For a related document, see TM 016 126.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Adult Education; Basic Skills; Criterion Referenced Tests; *Educational Trends; Elementary Secondary Education; Grade 1; Graphs; High School Equivalency Programs; Mathematics Tests; *Program Implementation; Reading Tests; *School Readiness Tests; Science Tests; *Standardized Tests; *State Programs; *Testing Programs; Writing Tests

IDENTIFIERS- Cognitive Skills Assessment Battery; Exit Examinations; *South Carolina Basic Skills Assessment Program

To comply with state law, the results of the South Carolina Basic Skills Assessment Program (BSAP) are reported for the 1989-90 school year. Accomplishments included: (1) administering the readiness test--the Cognitive Skills Assessment Battery (CSAB)--to all first graders; (2) administering criterion-referenced basic skills tests to all students in grades 1, 2, 3, 6, and 8; (3) administering the Exit Examination to eligible students in grades 10, 11, and 12, and to adult education students; (4) administering BSAP science tests to students in grades 3, 6, and 8, and applying state standards for the BSAP science test for the first time; and (5) monitoring the implementation of the instructional components of the BSAP. Of the 55,911 first graders tested using the CSAB in August and September of 1989, 74.4% were classified as ready, a percentage that has remained basically the same since 1985. About 24% of the first graders tested in 1989 were classified as not ready. Between 1979 and 1989, the number of students classified as ready increased by 14.2 percentage points. CSAB data for the past 2 years show a large increase in the proportion of first grade students who attended a public kindergarten at age 5 years (74.7% in 1979 and 87.5% in 1989). Performance on the BSAP tests indicated significant improvement in reading for every grade, but stabilized performance in mathematics and writing over the last 3 years. Increasing numbers of high school students passed the Exit Examination; adult students were taking the Exit Examination for the first time. Monitoring the BSAP resulted in teacher education and other staff training efforts. Recommendations by the Basic Skills Advisory Commission are included. Seven bar graphs illustrate the findings. (SLD)

ED 328 624 UD 027 532

Berry, Gordon LaVern, Ed.; Asamen, Joy Keiko, Ed.
Black Students: Psychosocial Issues and Academic Achievement.
PUB DATE- 89
NOTE- 322p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Academic Achievement; *Black Education; Black Students; *Cultural Influences; Elementary Secondary Education; Environmental Influences; *Family Influence; Higher Education; Preschool Education; *Psychological Patterns; *Racial Factors; *Social Influences; Urban Environment
IDENTIFIERS- *Afro Americans

This collection examines the history and current status of the economic, political, social, and psychological factors that influence the academic achievement of low-income African Americans. The introduction, "Afro-American Students and Academic Achievement" (J. K. Asamen), outlines the historical development of black education and previews the studies included. The following chapters examine social and psychological factors: (1) "Prenatal and Postnatal Influences on Cognitive Development" (K. Sanders-Phillips); (2) "Motivation in Afro-Americans" (S. Graham); (3) "Defining Self-Concept as a Dimension of Academic Achievement for Inner-City Youth" (G. J. Powell); and (4) "The School Learning Environment and Academic Success" (J. Hale-Benson). The following chapters examine family and community factors: (5) "Inner-City Social Dislocations and School Outcomes: A Structural Interpretation" (R. A. Mickelson and S. S. Smith); (6) "The Community and Academic Achievement" (W. D. Parham and T. A. Parham); (7) "The Black Family and Academic Achievement" (L. E. Jenkins); and (8) "Academic Success and the School Dropout: A Minority Perspective" (R. Tidwell). The following chapters examine personal adjustment and programmatic factors in higher education: (9) "Race Consciousness Among African-American College Students" (M. L. Hall and W. R. Allen); (10) "Stress, Well-Being, and Academic Achievement in College" (S. L. Prillerman, H. F. Myers, and B. D. Smedley); and (11) "What Would We Do if We Really Loved the Students?" (E. Anderson). The following chapters examine psychological interventions and educational leadership strategies: (12) "Critical Leadership Mandates in Mainly Black Schools: Implications for School Performance and Achievement" (H. J. Scott); (13) "The School Development Program: A Psychosocial Model of School Intervention" (J. P. Comer); and (14) "Afro-Americans and Academic Achievement: Pathways to Excellence" (G. L. Berry). In the epilogue, "Unity in Diversity: Thirty-Three Years of Stress," C. M. Pierce discusses how race has influenced his professional accomplishments and status. Each study includes a list of references. (FMW)

ED 328 538 SP 032 885

White Paper on School-Lunch Nutrition.
Center for Science in the Public Interest, Washington, D.C.
PUB DATE- Dec 90
NOTE- 26p.; Prepared by the Citizen's Commission on School Nutrition.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Dietetics; *Eating Habits; Elementary Secondary Education; *Food Standards; Government Role; *Health Promotion; *Lunch Programs; *Nutrition Instruction
IDENTIFIERS- *School Lunch Program

Recommendations are made on how school lunch programs can provide better nutrition and promote healthier eating habits. Recommendations consist of goals with both short-term and mid-term objectives. The short-term objectives should be implemented over the next 2 to 4 years; the mid-term objectives should be implemented by the year 2000 or sooner where feasible. Recommendations are made on: (1) dietary fat; (2) fiber from fruits, vegetables, and whole grains; (3) sodium; and (4) non-nutritious competitive foods. Additional recommendations are made on cholesterol, sugar, and food additives. Recommendations are also made for the federal government on school lunch funding, nutrition education and training, reducing the fat content of milk, and school lunch nutritional requirements. Tables provide information on how the type of milk affects the fat content of lunches, and dietary guidelines for lunchtime fat grams and calories. (JD)

ED 328 554 SP 032 909

Leep, Albert; Knox, Donald

Swaziland Teacher Training Project. Project Number 645-0214, 1984-1990. Final Report.

Ohio Univ., Athens. Coll. of Education.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Developing Nations; Elementary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Program Development; *Program Evaluation; Staff Development
IDENTIFIERS- *Swaziland Teacher Training Project

In 1983, an institutional development approach was established in Swaziland with the goal of achieving universal primary education. The United States Agency for International Development, in cooperation with the government of Swaziland, awarded a contract to Ohio University (Athens) to provide institutional and technical assistance to implement the project. The first section of this report introduces the project and provides background. The second section presents the essence of the contract regarding the work which was to be accomplished under the Swaziland Teacher Training Project, and shows how the statement of work was modified during the course of project implementation. The third section provides a brief description of project inputs and outputs on the part of each of the participating agencies. The fourth section is divided into summary statements related to the major areas of accomplishment achieved by the project. The focus of the fifth section is on "lessons learned" from the project, drawn from the evaluations conducted by external evaluators and the experience of those engaged in carrying out the project. In the sixth section, recommendations are made on the Bachelor of Education and Diploma programs, curriculum and staff development, and inservice education. (JD)

ED 328 611 TM 016 142

Wiggins, Grant

The Case for Authentic Assessment. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Comparative Testing; Cost Effectiveness; *Educational Assessment; Elementary Secondary Education; Nontraditional Education; Public Opinion; Standardized Tests; *Test Use; Test Validity
IDENTIFIERS- *Authentic Assessment; California Assessment Program; *Direct Assessment; ERIC Digests; Indirect Assessment

Based on material prepared for the California Assessment Program, an argument in favor of authentic assessment is presented, and authentic assessment is contrasted with traditional standardized tests. An assessment is authentic when student performance on intellectual tasks is directly examined. Comparatively, traditional assessment relies on indirect or proxy items. Issues addressed include cost, effort and time requirements, and public suspicions regarding the objectivity of authentic assessment. It is contended that a move toward more authentic tasks and outcomes improves teaching and learning. In authentic assessments, students have greater clarity about their obligations and are asked to master more engaging tasks, and teachers can see assessment results as meaningful and useful for improving instruction. Conventional testing is probably adequate if the aim is to monitor performance. However, tests must be composed of exemplary tasks, criteria, and standards if the goal is to improve performance across the board. A five-item list of additional reading materials is included. (TJH)

ED 328 639　　　　UD 027 891

Latinos and the Dropout Crisis: The Community Solution.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Community Organizations; Community Programs; *Dropout Prevention; *Dropout Programs; *Dropout Research; High Schools; High School Students; *Hispanic Americans; Program Descriptions; *Urban Programs
IDENTIFIERS- *Aspira Inc; Latinos

ASPIRA is a community-based Hispanic American organization dedicated to improving the economic status of Hispanic Americans by reducing the high school dropout rate. ASPIRA uses the cultural, ethnic, and linguistic affinities of the Hispanic community to work with students through local clubs. The ASPIRA intervention process is based on awareness of community problems and needs; analysis of statistical data to identify causes, effects, and priorities; and action, including programs, services, and advocacy. Clubs composed of Hispanic American high school students offer students opportunities to develop leadership and academic skills in workshops, seminars, and discussion groups. The following national programs are described: (1) the Hispanic Community Mobilization for Dropout Prevention Program is developing dropout prevention demonstration programs in nine cities; (2) the Public Policy Leadership Program provides leadership seminars and community and national internships; and (3) the National Health Careers Program encourages students to enter the medical, dental, and allied health fields. Conducting dropout research is a central feature of ASPIRA's program and an integral part of many projects. Advocacy is also a constant function of all ASPIRA offices. Statistical data are presented in four graphs. Lists of ASPIRA Associates' programs and key ASPIRA research studies are included. (FMW)

ED 328 653 UD 027 915

Tidwell, Billy J.
Stalling Out: The Relative Progress of African Americans.
National Urban League, Inc., Washington, D.C. Research Dept.
PUB DATE- Aug 89
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Black Population Trends; Blacks; Equal Education; Equal Opportunities (Jobs); *Futures (of Society); Higher Education; High Schools; Housing; Mortality Rate; Political Power; *Racial Differences; Salary Wage Differentials; *Social Change; *Social Indicators; Trend Analysis; Whites
IDENTIFIERS- *African Americans

The socioeconomic progress of African Americans appears to be in a stalled state. This study analyzes the progress of African Americans toward parity with Whites over a 15- to 20-year period in the following areas: (1) employment; (2) economic development; (3) education; (4) health; (5) housing; and (6) political empowerment. For individual indicators in each category, the specific measure used is the percentage ratio of African Americans to Whites. In order to gauge overall progress and prospects for the achievement of parity, estimates from a composite "racial parity index" (RPI) were generated that take into account comparative measurements across a range of the individual status indicators. The following findings are reported: (1) parity in unemployment rates may never be achieved; (2) parity in representation in managerial and professional occupations could be achieved by 2039; (3) parity in earnings could be achieved by 2058; (4) parity in average household income could be achieved by 2151; (5) parity in poverty rates could be achieved by 2154; (6) parity in wealth and business development may never occur; (7) parity in high school completion rates could be achieved by 2001; (8) parity in college enrollment rates could be achieved by 2040 and in college completion rates by 2025; (9) parity in average life expectancy could be achieved by 2025; (10) parity in infant mortality rates may never be achieved; (11) parity in home ownership could be achieved by 3148; (12) parity in voter registration rates could be achieved by 1989 and in voting rates by 1994; and (13) parity in representation among elected officials will take a long time. Statistical data are presented in 16 tables. A list of 62 references is appended. (FMW)

ED 328 521   SP 032 830

Classroom Instructional Design: Options for Teacher/Student Interaction.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Aug 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners' - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Instructional Design; *Instructional Improvement; Interaction; Learning Processes; Learning Strategies; *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Teaching Styles

This publication was developed to help teachers expand their choices for teacher-student instructional interaction. It identifies the key issues in the design of instruction and develops a common vocabulary surrounding instructional improvement. The role of the teacher as decision maker is emphasized. A description is given of the four interacting components of the instructional process: the learner, the teacher, teacher-designed instructional events, and educational expectations, and of the four critical elements of instructional design: assessment, planning, implementation, and evaluation. Three models of teaching are defined: (1) the directive--in which the teacher strives to assure a mastery of predetermined objectives to meet educational expectations; (2) the investigative--in which the teacher establishes broad-based objectives and provides choices for the learner to explore; and (3) the interactive--in which the teacher focuses on the needs, interests, and preferences of learners. These models describe the teacher's actions during the implementation phase of instruction and the student's responses to the instruction. (JD)

ED 328 569 TM 016 060

Meier, Scott T.
Construct Validity of an Instrument To Measure Computer Aversion.
PUB DATE- Aug 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Testing; *Computers; *Construct Validity; Educational Background; Higher Education; Mental Health Workers; *Psychological Testing; Sex Differences; *Undergraduate Students
IDENTIFIERS- Computer Anxiety; *Computer AVersion Scale

Development and determination of the construct validity of a scale designed to assess aversion to computers are described. Based on a social learning model emphasizing efficacy, outcome, and reinforcement, the Computer AVersion Scale (CAVS) was developed for use with mental health clients who were high school age and older, as well as mental health professionals. The original CAVS item pool consisted of 45 true/false items. The CAVS produces four scores: (1) efficacy expectations (one's ability to perform behaviors required to operate a computer); (2) outcome expectations (one's knowledge of the required behaviors); (3) reinforcement expectations (whether outcomes produced by computer use meet one's goals); and (4) a total score, reflecting the cumulative effects of goals. A fourth summary score reflects the cumulative effects of the other three scores. Two groups of subjects were employed to reduce the 45-item CAVS to a 31-item instrument, which was then administered to 270 undergraduates enrolled in a large northeastern university. The Attitudes Toward Computers Scale was also administered to 78 subjects who completed the CAVS. The CAVS was also compared with other instruments designed to measure negative affect, including two instruments for use in diagnosing feelings about computers, as well as an instrument for assessing levels of computer experience. Results, which cover such variables as gender and educational background, indicate that the CAVS is a reliable and valid measure of computer aversion. Seven data tables, a 23-item list of references, and the CAVS are included. (TJH)

Shealy, Robin; Stout, William

An Item Response Theory Model for Test Bias.

Illinois Univ., Urbana. Dept. of Statistics.

SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 10 Jan 91
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Equations (Mathematics); Individual Differences; Item Bias; *Item Response Theory; *Mathematical Models; *Nonparametric Statistics; Scores; *Standardized Tests; *Test Bias

This paper presents a conceptualization of test bias for standardized ability tests which is based on multidimensional, non-parametric, item response theory. An explanation of how individually-biased items can combine through a test score to produce test bias is provided. It is contended that bias, although expressed at the item level, should be studied at the test level. The model postulates an intended-to-be-measured target ability and nuisance determinants whose differing ability distributions across examinee group cause bias. Multiple nuisance determinants can produce item bias cancellations, resulting in little or no test bias. Detection of test bias requires a valid subtest, whose items measure only target ability. A long-test viewpoint of bias is also developed. Four graphs and a 30-item list of references are included. (Author/SLD)

ED 328 539 SP 032 887

Twillie, Less Doll; Petry, John R.
Teacher Burnout in Diverse Elementary School Environments.
PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Organizational Climate; Parent School Relationship; *Stress Variables; Student Behavior; Teacher Attitudes; *Teacher Burnout; *Teacher Characteristics; Teacher Effectiveness

This study examined the question: Do teachers who work in a more supportive educational environment exhibit less burnout as measured by the teacher burnout questionnaire than do teachers who work in a less supportive educational environment? Subjects were 22 teachers (100%) from an elementary school serving an urban university faculty client group (more supportive) and 19 teachers (80%) serving an inner-city populace (less supportive). A review of selected literature presents findings from studies on teacher burnout and its causes, as well as abstracts of four recent dissertations on school characteristics and teacher burnout. Data analysis from this study indicated that teacher burnout exists regardless of environment, whether supportive or nonsupportive. Recommendations are made on the desirability of inservice workshops designed to develop teacher self-worth and on the value of released time for teachers. The questionnaire is included. (21 references) (JD)

ED 328 555 SP 032 913

Albert, Linda

Cooperative Discipline: Classroom Management that Promotes Self-Esteem.

PUB DATE- 90
NOTE- 228p.; A multi-media package consisting of a "Teacher's Guide," "Leader's Guide," two videocassettes (overview session; follow-up session), and program implementation chart.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Audiovisual Aids; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Inservice Teacher Education; Program Implementation; *Self Esteem; Staff Development; *Student Behavior; Student Motivation; *Teacher Student Relationship; Videotape Cassettes; Workshops

This multi-media package is designed for inservice training workshops for elementary and secondary teachers. The focus is not only on techniques for solving immediate discipline problems but also on long-term strategies that encourage appropriate deportment by reinforcing cooperative behavior on the part of students. Using a comprehensive approach, "Cooperative Discipline" deals with all three discipline types: corrective, preventive, and supportive. It addresses the topics of student motivation, avoiding and defusing confrontations, ways to reinforce desirable behavior, building student self-esteem, when and how to involve parents and others, and how to discipline cooperatively. The training is organized into two separate components, an overview session and skill-building sessions. The overview session introduces the program concepts, offers a video overview of the program, and begins training in specific techniques; the six skill-building sessions immerse teachers in specific classroom strategies. In these 1- to 2-hour workshops, teachers develop proficiency in cooperative discipline techniques. (JD)

ED 328 598 TM 016 125

Educational Trends in South Carolina. Office of Research Report Series.
South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- May 90
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Demography; Economics; Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; Expenditures; Private Schools; Public Schools; School Districts; *School Statistics; Scores; Standardized Tests; *State Programs; State Surveys; Statistical Data; Tables (Data); *Testing Programs; Trend Analysis
IDENTIFIERS- Scholastic Aptitude Test; *South Carolina

Trends in quantitative facts relevant to public education in South Carolina are provided for the 1988-89 school year along with information beginning with the reference year of 1969-70. Twenty-six tables contain statewide information on enrollment, educational finances, programs, and test scores. Thirty-three other tables provide district summaries of equivalent information. The number of children enrolled in grades 1 through 12 in South Carolina public and private schools decreased from 689,418 in 1969-70 to 625,763 in 1988-89. Although the state population and per capita income have increased over 500% from 1969-70 to 1988-89, the number of children has decreased due to declining birth rates, and the portion of the state budget allocated to public education has declined. South Carolina spent less per student than did other states in the Southeast, and spent almost $1,000 per student less than the national average. Statewide dropout rates declined, and readiness for first grade, measured by a cognitive skills test, increased. The percentage of students scoring above the 50th national percentile on the statewide testing program increased across all six skill areas and five grade levels, and the percentage of students meeting the statewide standards for reading and mathematics increased from 1980-81 to 1988-89. Scholastic Aptitude Test scores for South Carolina high school seniors increased 16 points on the verbal and 28 points on the mathematics sections from 1969-70 to 1988-89, in spite of a national drop in verbal and mathematics scores of 33 points and 12 points, respectively. (SLD)

ED 328 625 UD 027 672

Vernez, Georges; McCarthy, Kevin
Meeting the Economy's Labor Needs through Immigration: Rationale and Challenges. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 90
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Business Cycles; *Economic Factors; Federal Legislation; *Immigrants; *Labor Needs; *Policy Formation; Public Policy
IDENTIFIERS- *Immigration Law

Immigration has historically played an important role in supplying United States labor needs. However, current immigration and immigrant policies emphasize noneconomic selection criteria, such as family reunification, for determining the annual volume and characteristics of legal immigrants. Declining United States fertility rates and an increasing need for professional and skilled labor has prompted policymakers to consider changes in immigrant policies that would respond to the labor market needs of the economy. A greater emphasis on labor market considerations could meet changing demands for labor, minimize negative distributional effects, and speed up the economic and social adjustment of immigrants and their children. However, the following major factors must be considered in developing effective policies: (1) policies must be flexible in order to respond to rapidly changing labor market conditions; (2) policymakers need an informed basis for developing selection criteria that will ensure a match between immigration and manpower needs while avoiding short-term displacement of native workers; and (3) the absence of good information continues to make policy design and evaluation problematic. Statistical data are presented in eight tables and six graphs. An 81-item bibliography is appended. (FMW)

ED 328 522 SP 032 831

O'Connor, Daniel F.; And Others
Teaching Assessment Workshop Project 30.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Minority Group Teachers; *Program Evaluation; Teacher Attitudes; Teacher Education Programs; *Teacher Recruitment; *Teaching Conditions; Urban Schools; Workshops
IDENTIFIERS- University of Northern Colorado

A teaching assessment workshop was sponsored by the University of Northern Colorado Department of Sociology and College of Education. The participants were educators from inner city schools, teachers working with at-risk students, and future teachers willing to work with minority students. The goals of the workshop were to: (1) assess strengths and weaknesses in teacher preparation in the areas of curriculum and content, work experience, and general preparation; (2) identify the most serious problems with and impediments to effective teaching; and (3) identify rewards of teaching and the ideal supportive environment. This report summarizes the participants' recommendations and insights, and presents a series of summary statements for each session, with specific quotes from the minority educators. The first session of the workshop was designed to elicit the opinions of minority teachers concerning their preparation for teaching. The second session focused on strategies for attracting minority high school and college students to the teaching profession. The third session proposed suggestions and recommendations for keeping minority teachers in the teaching profession. In the final session, teachers reflected on their own teaching experience, discussing the barriers to effective teaching as well as the intrinsic rewards of teaching. (JD)

ED 328 570 TM 016 065

Herrans, Laura L.; And Others

Standardization of the WISC-R in Puerto Rico: The Process and the Preliminary Findings.

SPONS. AGENCY- Puerto Rico State Dept. of Education, Hato Rey.; Puerto Rico State Dept. of Health, San Juan.
PUB DATE- Aug 90
NOTE- 42p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Culture Fair Tests; Data Analysis; Data Collection; Elementary Secondary Education; Ethnic Groups; Intelligence Tests; Item Bias; Pilot Projects; *Puerto Ricans; Spanish Speaking; *Test Construction; Test Validity; Translation
IDENTIFIERS- Puerto Rico; *Standardization; *Wechsler Intelligence Scale for Children (Revised)

The process of adapting the Wechsler Intelligence Scale for Children-Revised (WISC-R) for Puerto Rico was begun with the following objectives: (1) to review the existing Spanish translation of the WISC-R; (2) to adapt the WISC-R to Puerto Rican culture and milieu; and (3) to standardize the scale with a representative sample of Puerto Rican children and adolescents. A revised version was prepared to improve the translation and eliminate cultural bias. An item bank was tested with 240 children and adolescents from public and private schools in Puerto Rico to select items for the final form. The final form was standardized with 2,200 subjects whose native language was Spanish. The test was administered by 16 testers trained in the examination process. Information about the background of subjects was completed for 81% of the sample. The examination process began in October 1988 and was completed in December 1989. Data input and analysis continue to enable the eventual measurement of the cognitive abilities of Puerto Rican children and adolescents using a valid, reliable, and locally standardized test. Ten tables present study information. A 33-item list of references is included. (SLD)

ED 328 585 TM 016 094

Burgon, J. R.
Report on the Use of the Standard Progressive Matrices with Male Corrective Trainees.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Comparative Testing; Correctional Institutions; Correctional Rehabilitation; Foreign Countries; *Intelligence Tests; *Males; Nonverbal Tests; *Prisoners; *Psychological Testing; Test Norms; *Test Use; Young Adults
IDENTIFIERS- Australia; Great Britain; New Zealand; *Standard Progressive Matrices

The differences in raw scores between two versions of the Standard Progressive Matrices Test (SPM) and differences in available norms for one version and the currently studied population were investigated. The SPM was originally designed to measure the general factor of intelligence unrestrained by language. Scores for the untimed SPM version published in Britain in 1983 (SPM British) and the timed SPM version published by the Australian Council for Educational Research (SPM-ACER) were compared for 107 male corrective trainees (Maori, European, and Pacific Islanders) in New Zealand ranging in age from 16 years to 20 years 4 months. Norms for the SPM-ACER for Australian prison inmates and norms for the SPM British for children in New Zealand aged 8 to 16 years were compared for use for the New Zealand offenders. Both forms of the SPM were found equivalent in relation to use by the population sampled in this study, but the two sets of norms were not equivalent. It is suggested that the SPM-ACER should be abandoned for the study sample because the norms appeared to grossly inflate the performance levels of these corrective trainees. The use of the SPM British and New Zealand norms was recommended. Instructions for the comparative testing are included. (SLD)

ED 328 612 TM 016 143

S. 2034. A Bill To Authorize the Creation of a National Education Report Card To Be Published Annually To Measure Educational Achievement of Both Students and Schools and To Establish a National Council on Educational Goals, before the Senate. One Hundred-First Congress, Second Session.
Congress of the U.S., Washington, D.C. Senate.
PUB DATE- 30 Jan 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Data Collection; Educational Assessment; *Educational Legislation; Educational Objectives; Elementary Secondary Education; *Federal Legislation; National Surveys; Private Education; Public Education
IDENTIFIERS- Congress 101st; *National Report Card

A Bill (S. 2034) with a short title of the "National Education Report Card Act of 1990," was introduced in the Senate by Senators Bingaman, Mitchell, Kennedy, and Harkin. The contents of this Act include the following sections: findings, establishment, membership and appointments, functions, interim council report, annual report card, powers of the council, administrative provisions, and authorization of appropriations. The establishment of an independent council of respected, bipartisan, and diverse experts to study the nation's educational system was recommended. This council would have the power to make recommendations to the President and the Congress and to issue annual reports in the form of a national report card. Nine voting members and three ex officio non-voting members were proposed. The council's mandate would include: (1) compiling and analyzing existing information about educational achievement of students and schools in public and private education; (2) developing, monitoring, and reporting progress on a comprehensive set of attainable national educational goals; and (3) identifying gaps in existing data. An interim report should recommend goals to be achieved before the year 2000. The first report card would be due in 2 years, and annual reports would follow. Administrative provisions are described. The Bill was referred to the Committee on Labor and Human Relations. (SLD)

ED 328 640 UD 027 895

Kauffman, Thomas B.; And Others
Chapter 1 Migrant Education Program: Final Report.
Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE- 7 Aug 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *Compensatory Education; *Counseling Services; Early Childhood Education; Elementary Secondary Education; Hispanic Americans; Limited English Speaking; *Migrant Education; Migrant Programs; Parent Participation; Program Evaluation; Program Implementation; Spanish Speaking; Student Behavior; *Tutorial Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Houston Independent School District TX

This report documents the implementation of the migrant education program funded under Chapter 1 of the Education Consolidation Improvement Act in the Houston (Texas) Independent School District and evaluates the program's impact on student achievement, grades, conduct, and attendance. The program offered assistance to eligible migrant children from early childhood levels through grade 12 to improve educational continuity for students who enroll in school late or withdraw early because their families travel to obtain agricultural or fishery work. Migrant education services include the following: (1) tutorial services from teacher aides; (2) counseling and family support services on a referral basis; and (3) invitations to parents to attend workshops that will show them how to become involved in the education of their children. The three specific tasks of this study were to: (1) report the number of migrant students identified; (2) document the activities of members of the staff who implement the components of the program; and (3) evaluate the effectiveness of the tutorial and counseling components via examination of the test scores, grades, attendance, and conduct of migrant students. Findings identify five areas in which resources were effectively used to meet program objectives and to indicate overall test score improvement in all subjects. Statistical data in 27 tables are included. (AF)

ED 328 654　　UD 027 916

Taylor, William L.; Piche, Dianne M.

A Report on Shortchanging Children: The Impact of Fiscal Inequity on the Education of Students at Risk. Prepared for the Committee on Education and Labor. U.S. House of Representatives. One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Dec 90

NOTE- 81p.; Serial No. 101-U.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; Government Role; *High Risk Students; Minority Group Children; Public Education; School Districts; School Support; Special Needs Students; *State School District Relationship

IDENTIFIERS- Congress 101st

This report concerns inequity in public school finance and its impact on students who, because of economic disadvantage or other factors, are at risk of educational failure. The study examines how resources are distributed under state systems for financing public education. Findings indicate that the prevalent system of financing public schools through heavy reliance on locally raised property taxes leads to widespread disparities in expenditures among public school districts within states. Recent state court decisions have revived the movement, begun in the 1970s and early 1980s, to reform school finance systems through litigation. The study finds that inequitable systems of school finance inflict disproportionate harm on minority and economically disadvantaged students. Educators have reached substantial agreement that several types of educational services are important, and in some cases vital, to the success of at-risk students. Because of a lack of resources, many of these services are inadequate or are not provided at all to children in property-poor districts. A more equitable distribution of resources by states to local school districts could reduce the costs of assuring effective educational services to at-risk children. An appendix discussing school finance litigation prior to 1989 and three statistical tables are included. (AF)

ED 328 540 SP 032 888

Bey, Theresa M.; Hightower, Anne

Teacher Education and Mentoring Program: Program Design and Research Results.

Dekalb County School System, Decatur, GA.; Georgia Univ., Athens. Coll. of Education.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.

PUB DATE- Jul 90

NOTE- 303p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Internship Programs; Language Teachers; Mathematics Teachers; *Mentors; Program Design; Program Development; Research Utilization; Science Teachers; *Teacher Interns; *Teacher Recruitment

IDENTIFIERS- *Dekalb School District GA; *Teacher Education and Mentoring Program GA

The Teacher Education and Mentoring Program (TEAM) allows intern teachers who have not completed the required teacher education courses prior to employment as regular classroom teachers to have the support of master teachers, or mentors, while teaching with provisional certification. The internship is a closely supervised practicum with each intern assigned an advisor (mentor) and a support team. The training program enables professionals in the fields of mathematics, science, and foreign language to enter the classroom under the supervision of a well-trained mentor. This report is organized into four parts, along with five appendixes containing information and forms applicable to the program. Part 1 provides a brief overview of the program and information on its purpose and objectives. Part 2 focuses on the program design and implementation and includes information about the initial proposal, format of the advisory committee, and the process used for identifying and training mentors. Part 3, Research Design and Analysis, contains findings from the intern and mentor survey instruments and interviews. Part 4 presents conclusions and offers a set of recommendations for the future. A summary report is included which presents brief segments of information from the final report. (JD)

ED 328 626 UD 027 741

Impact II Catalog of Teacher-Developed Programs, 1990-91. Twelfth Edition.

New York City Board of Education, N.Y.
PUB DATE- 1 Sep 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Networks; *Teacher Developed Materials; Urban Schools
IDENTIFIERS- *IMPACT II; *New York City Board of Education

This catalog is a collection of profiles describing 50 exemplary programs developed by teachers in New York City schools. The profiles are arranged by subject area and subdivided by grade level, which ranges from kindergarten through grade nine. Each profile includes the following information: (1) a brief program description; (2) staffing; (3) materials and facilities; (4) outside resources; (5) the overall value of the program; and (6) the addresses and telephone numbers of contact persons. The following subject areas are included: (1) the arts; (2) communication arts; (3) computer education; (4) English as a second language (ESL)/foreign languages; (5) health education; (6) mathematics; (7) physical education; (8) science; and (9) social studies. Users are encouraged to contact the developers directly. Those interested in adapting one of the programs are eligible to apply for a $200 grant. School visits and workshops are also available. (FMW)

ED 328 523 SP 032 834

Otis-Wilborn, Amy; And Others

A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation, and Retention of Highly Qualified Persons for the Teaching Profession: The Bridenthal Interns--Third Year.

PUB DATE- 88
NOTE- 204p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Career Choice; Cohort Analysis; Demonstration Programs; Higher Education; High Schools; High School Students; *Internship Programs; Longitudinal Studies; *Peer Relationship; *Preservice Teacher Education; Program Effectiveness; Program Evaluation; Socialization; Student Characteristics; *Teacher Recruitment
IDENTIFIERS- *Bridenthal Internship in Teaching Program

This document reports on the third year of the Bridenthal Internship Teacher Project (BIT), initiated in 1984 to recruit, train, and retain high ability high school seniors into teaching. Fourteen female and three male seniors were selected for the project. These interns are awarded scholarship support that covers most of their college tuition for 4 years and provides a pay increment during the first 2 years of classroom teaching. During the first 2 years in the school of education, interns meet frequently as a group, attend special seminars and education-related functions, and participate in practicum experiences in nearby schools. They take liberal arts courses and courses specific to their education major. During the last 2 years, they pursue specific coursework toward a chosen teaching field. In year two of the BIT project, a "cohort" group of students was added, representing a sample of education majors who were enrolled in the "regular" teaching program. This cohort provided a basis for comparison between BIT and regular teacher education students and the professional curriculum of the regular and BIT programs. Interview data are presented on students in both groups covering their ideas about teaching, projections of self, perceptions of relationships, and reflections on the program. An interpretation of interview data is presented on each of these major themes. Interview protocols, questionnaires, and resulting data are appended. (JD)

ED 328 556   SP 032 924

Summerfield, Liane M.
Childhood Obesity. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Behavior Modification; Children; Dietetics; *Early Intervention; *Eating Habits; Exercise; Family Influence; *Heredity; *Obesity; *Physical Activities
IDENTIFIERS- ERIC Digests

In this discussion of childhood obesity, the medical and psychological problems associated with the condition are noted. Childhood obesity most likely results from an interaction of nutritional, psychological, familial, and physiological factors. Three factors--the family, low-energy expenditure, and heredity--are briefly examined. Early intervention is recommended with a focus on physical activity, diet management, and behavior modification. Parent education is also recommended as a means for preventing obesity in children. References are listed. (JD)

ED 328 586 TM 016 096

Arter, Judith A.
Using Portfolios in Instruction and Assessment.
Northwest Regional Educational Lab., Portland, OR. Test Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Higher Education; Language Arts; *Portfolios (Background Materials); *Self Evaluation (Individuals); *Student Evaluation; Student Participation; Student Records; *Teaching Methods; Test Construction; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Curriculum Based Assessment; *Writing Samples

The state of the art in using student portfolios in the schools is summarized, based on an annotated bibliography of over 50 articles produced by the Northwest Regional Educational Laboratory (NREL). This set of materials is an addendum to a previously developed workshop series designed to assist educators in developing their own curriculum-referenced tests. Although there are some disagreements about what a portfolio should be, the NREL has concluded that a portfolio must be a purposeful collection of student work that exhibits a student's progress in a given area or areas while including: (1) student participation in selection of the portfolio content; (2) the criteria for selection; (3) the criteria for judging merit; and (4) evidence of student self-reflection. Examples were derived from the areas of writing and integrated language arts, where most of the work with portfolios has been. Issues in using portfolios are discussed, with emphasis on: purposes, curriculum and instruction, content, assessment, management and logistics, and staff development. Appendix 1 gives examples of four students' written self-reflections. Appendix 2 is a 68-item annotated bibliography of portfolio articles that were prepared by the NREL. (SLD)

ED 328 599 TM 016 126

South Carolina Basic Skills Assessment Program, 1989-1990 Results.
South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Sep 90
NOTE- 161p.; For a related document, see TM 016 124.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Education; Basic Skills; Criterion Referenced Tests; Elementary Secondary Education; Graphs; High School Equivalency Programs; *Mathematics Tests; *Reading Tests; Science Tests; Scores; *State Programs; Statistical Data; Tables (Data); *Testing Programs; Test Results; *Writing Tests
IDENTIFIERS- Exit Examinations; *South Carolina Basic Skills Assessment Program

Statewide results of South Carolina's Basic Skills Assessment Program (BSAP) are provided in terms of the percentages of students meeting statewide performance standards in reading, mathematics, writing, and science. BSAP tests were administered statewide on April 23-27, 1990, in grades 1, 2, 3, 6, and 8. The BSAP Exit Examination was administered to eligible students in grades 10, 11, and 12. In the 1989-90 academic year, 54,737 first-graders, 49,651 second-graders, 48,995 third-graders, 46,266 sixth-graders, and 43,552 eighth-graders were tested in reading and mathematics, for a total of 243,201 students. The 1990 BSAP test results indicate that a clear majority of students in grades 1, 2, 3, 6, and 8 met the standards on the BSAP reading, mathematics, and writing tests. Almost eight out of ten students in grades 1, 2, and 3, and almost six out of ten students in grades 6 and 8 met the standards on all tests administered. Gains of one percentage point or more in the past year were only noted in reading in grades 3 and 8; other scores remained relatively stable. Performance on the Exit Examination has improved each year for 10th-graders, with more first-time test takers passing. Spring 1990 marked the first administration of the BSAP science test to which state standards were applied. Percentages meeting the standard ranged from 46.0 in grade 8 to 57.5 in grade 3. Eleven bar graphs are presented. Seven appendices contain 86 pages of tables of results. Appendix H presents cautions in interpreting test results. (SLD)

ED 328 571 TM 016 070

Smith, Douglas K.

Shared Ability Analysis across Tests: A Cautionary Note.

PUB DATE- Aug 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Child Development; Comparative Testing; *Intelligence Tests; Test Reliability; *Test Validity
IDENTIFIERS- Kaufman Assessment Battery for Children; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children (Revised)

The consistency by which shared abilities are assessed on three intelligence tests was investigated. Instruments under consideration include: the Wechsler Intelligence Scale for Children-Revised, the Kaufman Assessment Battery for Children, and the Stanford-Binet Intelligence Scale-Fourth Edition. A list of shared abilities and the subtests measuring them was developed for each test. Of the 52 shared abilities, 15 (29%) were measured by all three tests, 9 (17%) were measured by two of the tests, and 28 (54%) were measured by only one instrument. These results are presented in a table that lists the subtests of each instrument and which abilities are measured by each. The consistency by which shared abilities are measured was analyzed by nature of the stimulus (verbal, visual, or a combination of the two), mode of response (verbal or non-verbal), and task demands of the subtests. Of the 15 shared abilities measured by all three tests, only one is measured by subtests in which the nature of the stimuli and response mode are the same and in which there are no differences in the nature of the tasks. The analysis of each shared ability is presented along with a discussion of the results of the analysis. Guidelines and precautions in the use of shared ability analysis across tests are presented. (Author/TJH)

ED 328 613 TM 016 145

McCurdy, Jack, Ed.; Speich, Don

Testing.

PUB DATE- 7 Jan 91
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Basic Skills; Economic Factors; Educational Change; *Educational Trends; Elementary Secondary Education; Multiple Choice Tests; Performance Tests; Politics of Education; School Districts; School Restructuring; *Standardized Tests; State Action; Testing Problems; *Test Use

Seven short articles on the use of standardized tests in the United States are presented. Topics include: (1) the effects on school restructuring during the 1990's of the backlash against standardized tests; (2) the movement to replace multiple-choice standardized testing and its relationship with curricular goals; (3) the influence of standardized tests on the movement away from emphasis on higher-order skills and toward basic skills; (4) the history of standardized testing; (5) political and economic factors of standard testing versus "authentic testing"; (6) efforts in California, Connecticut, and Michigan to move away from standardized testing; and (7) experimentation by school districts in the area of performance-based assessments. A 12-item bibliography of recommended reading materials is appended. (TJH)

ED 328 641 UD 027 896

Ronacher, Karl; And Others

Required Academic Proficiency (RAP) Program: Final Report.

Houston Independent School District, TX. Dept. of Research and
Evaluation.
PUB DATE- Jun 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Analysis of Covariance; English (Second Language); High Risk Students; Program Effectiveness; Program Evaluation; *Remedial Instruction; Secondary Education; *Supplementary Education; *Tutorial Programs
IDENTIFIERS- *Houston Independent School District TX

The Required Academic Proficiency (RAP) program was established by the Houston (Texas) Independent School District to reduce and remediate the academic failure of students. The purpose of the RAP program was twofold: (1) to provide supplemental instruction to students identified as being at risk of failing academic subjects; and (2) to provide additional instructional support designed to increase the percentages of students mastering achievement tests. RAP sessions, which were held for seven Saturdays during the spring 1990 semester, offered instruction in the following content areas: (1) intensive achievement test preparation; (2) English-as-a-Second-Language (ESL) reading development; (3) writing skills development; (4) fundamental concepts of mathematics; (5) study skills; (6) life skills; and (7) enrichment activities. This report evaluates the effectiveness of the RAP program. The tasks of the inquiry were to: (1) describe demographic data of program and comparison students; (2) analyze data collected for program and comparison students; and (3) conduct site visits to the five RAP academies. Findings indicate benefits for nontargeted students who attended RAP but no appreciable success in improving the grades of the targeted students. It is recommended that the program be redefined to encourage a more diversified student participation. The report includes statistical data in 28 tables and 9 graphs. (AF)

ED 328 655   UD 027 917

Etheridge, Carol Plata; And Others
Leadership, Control, Communication and Comprehension: Key Factors in Successful Implementation of SBDM.
Memphis State Univ., Tenn.
PUB DATE- Nov 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Ethnography; Leadership Styles; *Participative Decision Making; *Principals; Program Implementation; *School Based Management; School Restructuring; Urban Schools
IDENTIFIERS- *Memphis City Schools TN

This study examines the effects of principal leadership styles on the development of the working styles of seven local school councils in Memphis (Tennessee) during their first 15 months of operation. The successful implementation of a school-based decision making (SBDM) management model depends upon the ability of the local school council to develop an effective working style. The councils are comprised of parents, community residents, teachers, and other assigned school staff. An analysis of information obtained from observations, interviews, and reviews of documents found that the nature of principal leadership was related to the nature of initial council functioning, but the principal was not the sole facilitating factor. The following findings are reported: (1) principals who exhibited laissez-faire and democratic leadership styles encouraged councils to function cooperatively; (2) authoritarian principals inhibited cooperative council functioning, especially when information was controlled, communication with the central office and administrators was limited, and teachers did not advocate involvement in decisions; and (3) councils were more likely to function cooperatively when chairpersons were strong leaders, council members cooperated with the director and the professional association, and there was a common understanding of the council's role. Four figures illustrating the evolution of council working styles are included. A list of 16 references is appended. (FMW)

ED 328 557   SP 032 925

Arizona Comprehensive Health Essential Skills.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Aug 90
NOTE- 196p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Consumer Education; Daily Living Skills; Disease Control; Drug Abuse; Elementary Secondary Education; Environmental Standards; *Health Education; Hygiene; Individual Development; *Minimum Competencies; Nutrition Instruction; *Physical Education; Public Health; Safety; Sex Education; State Curriculum Guides; Units of Study
IDENTIFIERS- Arizona

This document sets forth the comprehensive health skills which provide the framework for health education programs for students from K-12. Objectives for each level are described as well as key indicators of what the students should be expected to comprehend at the conclusion of each section. For each of the 13 areas of comprehensive health concerns, essential skills, key indicators, and suggested evaluation are outlined. The areas covered are: (1) life management skills; (2) environmental health; (3) safe environment and injury prevention; (4) substance abuse prevention; (5) nutrition; (6) growth and development; (7) human sexuality; (8) consumer health; (9) community health resources; (10) disease prevention and control; (11) personal health and hygiene; (12) family health; and (13) physical education. (JD)

ED 328 627 UD 027 744

Smey-Richman, Barbara
Teacher Expectations and Low-Achieving Students.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Educational Improvement; Elementary Secondary Education; *Low Achievement; Program Descriptions; School Effectiveness; *Student Motivation; Teacher Attitudes; Teacher Effectiveness; *Teacher Expectations of Students; *Teacher Influence; *Teacher Student Relationship

Research on teacher and school effectiveness indicates that higher expectations for student achievement are part of a pattern of differential attitudes, beliefs, and behaviors characterizing teachers and schools that are effective in maximizing their students' learning gains. This resource document reviews research that indicates how differential treatment by teachers may negatively affect the behavior and learning of students for whom there are low expectations. The effect of negative teacher behaviors is that low-expectation students are given fewer opportunities to interact and participate in classroom activities, and as a result make less effort to get the teacher's attention, gradually withdrawing psychologically from learning in the classroom setting. Teacher expectations seem to be an especially powerful variable for elementary school students, whereas secondary and postsecondary students tend to rely to a greater extent on self-evaluation and a wider range of significant others to provide them with feedback, support, and encouragement to continue learning when faced with failure. Appropriate teacher expectations must ultimately be based on objective, ongoing evaluation of student performance. The document presents recommendations and sample strategies for addressing differential treatment of low-expectation students. Descriptions of five sample programs and a list of 44 references are included. (AF)

ED 328 541 SP 032 889

Griffith, Linda K.

An Exploratory Study of Mathematical Problem Solving with Preservice Elementary Teachers.

PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Elementary Education; *Heuristics; Higher Education; *Logical Thinking; Majors (Students); *Mathematics Instruction; Preservice Teacher Education; *Problem Solving

The research question addressed in this study was: "How do the problem-solving heuristic processes used by preservice elementary teachers who are more effective problem solvers differ from those used by less effective problem solvers?" Three more- and three less-effective problem solvers performed a card sorting task designed to determine if subjects categorize mathematical problems according to their mathematical structure or according to the contexual setting of the problem. Findings from the study are listed and questions are formulated for further research. One of these is whether or not instruction emphasizing the heuristic processes of analysis, deduction, modeling, planning, and trial and error improve the problem-solving abilities of preservice elementary teachers. (JD)

ED 328 524 SP 032 835

More Effective Schools/Teaching Project. Seventh Annual Report.

Spencerport Central Schools, N.Y.

PUB DATE- 90
NOTE- 386p.; For earlier reports, see ED 273 028, ED 273 032, and ED 279 093.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Change Strategies; Demonstration Programs; Educational Environment; Elementary Secondary Education; *Institutional Characteristics; Long Range Planning; Program Validation; *School Effectiveness; *School Restructuring; Socioeconomic Status; Teacher Expectations of Students
IDENTIFIERS- Effective Schools Project; *Spencerport Central School District NY

Since 1982-83, Spencerport Central School District (New York) has conducted a project to improve the educational program and student learning in each building of the district. This report provides a comprehensive overview of the project, focusing on five elementary schools. The project's goal for each building is that at least 95 percent of all students at each grade level shall demonstrate minimum academic mastery regardless of socioeconomic status. Basically, the project attempts to improve student achievement by causing the characteristics of an effective school to come into place in each building. These are: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations of students; (5) opportunity to learn and student time on task; (6) frequent monitoring of student progress; and (7) good home/school relations. The first section of the report, focusing on student achievement, offers a disaggregated analysis of each of the five participating schools. In the second section, correlates of an effective school are outlined with data on the activities pertinent to each correlate and needs assessment findings for each of the five schools. Appendices include an overview of the project and summary of responses from each school to a survey covering 1983-1990. An executive summary of the report and the application for program evaluation are included. (JD)

ED 328 572 TM 016 071

Secondary Education in North Carolina: A Report of Student Participation and Performance in Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, U.S. History, English I. Volume 1. End of Course Testing.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.

PUB DATE- Dec 90

NOTE- 141p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Algebra; Biology; Chemistry; Comparative Testing; English; Geometry; Mathematics Achievement; Physics; Public Schools; School Districts; Secondary Education; *Standardized Tests; *State Programs; Student Characteristics; *Student Participation; Tables (Data); *Testing Programs; Test Results; Trend Analysis; United States History

IDENTIFIERS- *North Carolina End of Course Testing Program

Results from North Carolina's End-of-Course Testing Program in 1989-90 are presented. Participation, student characteristics, and achievement are summarized, largely in table form, for the following subject areas: (1) Algebra I, (2) Geometry, (3) Algebra II, (4) Biology, (5) Chemistry, (6) Physics, (7) U.S. History, and (8) English I. Background information is also given on the history, purposes, and development of the End-of-Course testing program. Of the 391,611 end-of-course tests taken in 1989-90, 919 were perfect scores, and 8,817 had no more than three items answered incorrectly. Many results from previous years are summarized, documenting modest gains over the last 5 years in the proportion of students taking advanced mathematics and in the percentage of students beginning an accelerated mathematics sequence in grade 8. Strengths and weaknesses of schools and school systems can be identified by examining relative performance on the 2,240 test items assessed in 1989-90. Eleven tables and 26 figures illustrate comparative performance for previous years, and 1989-90 results. The last two sections of the paper present eight tables of results for outstanding school systems, and five tables of results for public school systems, respectively. (SLD)

ED 328 587 TM 016 098

Ekstrom, Ruth B.; Bejar, Isaac I.
Computer-Based Assessment of Cognition: The ETS Factor Kit.
PUB DATE- Aug 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Tests; Comparative Testing; *Computer Assisted Testing; Educational Assessment; *Educational Trends; *Factor Analysis; Pilot Projects; Psychological Studies; Secondary Education; Secondary School Students; *Test Construction; Test Format; Testing Problems
IDENTIFIERS- *Educational Testing Service Factor Kit; Paper and Pencil Tests

The history of the Educational Testing Service (ETS) Factor Kits is summarized. The original ETS Factor Kit was developed in 1954 and contained 51 items, three each for each of 15 factors and six for a 16th factor. The next edition was developed in 1963 and included adaptations (clones) of the defining tests instead of the exact copies. These tests marked 24 factors. The current edition of the ETS Factor Kit was developed in 1976 and consists of 72 tests marking 23 cognitive factors. Some limitations of paper-and-pencil versions of the kits are identified, and computer-administered versions being developed are described. Information is given about a study comparing computer and paper-and-pencil tests. The Factor Kit tests were intended to be used as markers in factor-analytic studies of cognition and have been widely used in psychological research. Tests that could be used to determine a number of major factors were assembled in "kits" for factorial research. Limitations of the format restricted the kinds of cognitive processes that could be assessed and the ways in which tests could be scored. Questions of test misuse arose. Creating computer-administered versions posed a number of problems in the areas of timing, confirmation and correction of responses, and pacing. For the computer administered versions, system features are described. A small pilot study compared the two formats using data for 30 secondary school students aged 13 to 19 years, who took part of each kit of 10 tests in each format. Results suggest that the factors measured by these 10 tests were not affected by the use of the computer version. Versions of the computer-administered kit for field testing are anticipated in 1992. Three tables provide details about the 1954, 1963, and 1976 editions of the Factor Kits. A 17-item list of references is included. (SLD)

ED 328 600 TM 016 127

Ward-Besser, Gail; Hearn, Cynthia A.

Births, Selected Grade Comparisons, High School Graduates, and Number Entering College for the State and the Counties, 1961 through 1996. Statistical Report Series.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Dec 90
NOTE- 109p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Birth Rate; College Bound Students; Comparative Analysis; County School Districts; Elementary Secondary Education; Enrollment Projections; Estimation (Mathematics); Higher Education; High School Graduates; *Population Trends; School Districts; *School Statistics; *Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- *South Carolina

State and county estimates of basic statistics relevant to educational planning in South Carolina are presented. The report includes actual and projected counts for grades 9 and 12, as well as actual and projected counts of first grade membership, high school graduates, and graduates who enter a college degree program. Enrollment figures have been replaced by average daily membership counts, and all projected grade counts are based on average daily membership. Membership projections are calculated using the cohort survival method incorporating 5 years of historical membership data. The 57,239 reported live births in 1989 represented the largest count recorded since 1963. There were 663 fewer first-grade students in 1989-90 (56,178) than in 1988-89. In 1989, about 68% of the first-graders of 1977-78 graduated. The 12th-grade graduation rate was about 95% in 1988-89, as compared to 94% in 1978-79. Forty-seven pages of tables provide data concerning births, selected grade comparisons, high school graduates, and number entering college for the state as a whole and 46 counties. (SLD)

ED 328 614 TM 016 147

Bangert-Drowns, Robert L.; Bankert, Esther

Meta-Analysis of Effects of Explicit Instruction for Critical Thinking.

PUB DATE- Apr 90

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Comparative Analysis; *Critical Thinking; Educational Research; *Effect Size; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Meta Analysis; Time Factors (Learning)

IDENTIFIERS- *External Validity; Intensive Courses; *Internal Validity

Study effect meta-analysis was used to synthesize the results of explicit instruction on critical thinking (CT). The approach involved the collection of 250 studies (books, articles, dissertations, and abstracts) from the ERIC database and "Dissertation Abstracts International", coding of the study features, calculation of effect sizes, and examination of relations between study features and effect sizes. To be included in the meta-analysis, studies had to compare the performance of two groups of students on some measure of CT. One group received explicit instruction to improve CT, while the other group did not. Each study was coded for its characteristics within three categories: publication history, methodological and setting features, and instructional features. Instructional variables were duration of instruction, subject matter of the course in which the instruction was given, and presentation of instruction via the teacher or some other medium. Programs that focused continuously on thinking skills were distinguished from those that addressed such skills periodically. Programs that taught CT in a subject matter domain were distinguished from those that taught CT generally. Finally, the content of programs was coded as addressed to either internal or external consistency. A total of 20 studies, 19 of which were doctoral dissertations, were found to be suitable for the meta-analysis. Results consistently favored programs that used explicit instruction methods. Intensive programs proved more effective than did programs providing only periodic training in CT. Length of treatment was unrelated to effectiveness. When the content of the CT instruction was internal validity, the average effect size was significantly lower than when both internal and external validity were emphasized. (TJH)

ED 328 642 UD 027 897

Dropout Report for 1988-89: Part 2.

Houston Independent School District, TX. Dept. of Research and Evaluation.

PUB DATE- 1 Mar 90
NOTE- 35p.; Follow-up report.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Prevention; *Dropout Rate; Dropout Research; *Dropouts; Educational Trends; Ethnic Groups; *High Risk Students; Predictive Measurement; Racial Differences; *School Demography; Secondary Education; *Secondary School Students; Trend Analysis
IDENTIFIERS- *Houston Independent School District TX

This publication is the second of two dropout reports prepared in 1988-89 for the Houston (Texas) Independent School District. The first report presented dropout data for each of the district's secondary schools as well as for the district as a whole. This follow-up report on HISD's 1988-89 dropouts presents a districtwide perspective on demographic characteristics and at-risk status, as well as an estimated longitudinal dropout rate based on 1988-89 data. The report presents and provides answers to the following research questions: (1) What was the 1988-89 dropout rate for HISD secondary students? (2) What were dropout rates by grade? (3) What were dropout rates by age? (4) What was the racial/ethnic composition of the HISD secondary students who became 1988-89 dropouts? (5) What was the 1988-89 dropout rate for each of the four major racial/ethnic categories in HISD? (6) Have dropout rates by racial/ethnic group changed in relation to one another and in relation to the overall HISD dropout rate over the last 2 years? (7) What percentage of 1988-89 dropouts were previously identified as at-risk students? (8) What were 1988-89 dropout rates by at-risk status? and (9) What is the estimated longitudinal dropout rate for HISD secondary grades (7-12)? A seven-item bibliography is appended. (AF)

ED 328 542 SP 032 890

Martin, Oneida L.
An Examination of Teachers' Attitudes of a Six-Year Career Ladder Program.
PUB DATE- Nov 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Master Teachers; *Merit Pay; *Program Attitudes; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *Tennessee Career Ladder Program

The primary purpose of this study was to identify factors that might be associated with teachers applying or not applying to the Tennessee Career Ladder Program. The secondary purpose was to determine if teacher evaluation attitudes influence career ladder decisions. Of the experienced teachers (N=101) participating in the study, most had applied for Career Ladder and passed the evaluation. While 69 percent were on Career Level 1, only 12 percent were on Levels 2 and 3. Of the Level 1 teachers, 77 percent were not planning to continue on to the upper levels. Comparative mean scores with teacher evaluation processes used at the state level were lower than mean scores at the local level. Findings indicated teachers' distrust of how state officials function. The teachers did not perceive the local and state evaluations to be congruent with their evaluation purposes, which appeared to explain why so many were not applying for the next step on the Career Ladder. It was concluded that communication between state evaluators and the teachers had been poor. Some teachers who experienced Career Ladder 1 did not want to subject themselves to possible professional indications that they were not qualified for advanced levels. It was concluded that the pay incentives did not improve the teachers' commitment to their profession since they felt that they were already committed. (JD)

ED 328 558   TM 014 651

Jaeger, Richard M.; And Others

A Nationwide Assessment of the Perceived Job Relevance of the National Board for Certified Counselors Examination.

North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.

PUB DATE- 28 Nov 86

NOTE- 257p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Attitude Measures; Counselor Attitudes; *Counselor Certification; Counselors; Ethnic Groups; Higher Education; *Knowledge Level; *Licensing Examinations (Professions); Mail Surveys; Majors (Students); *National Surveys; Racial Differences; Sex Differences; Specialists; Test Items; Test Validity

IDENTIFIERS- *Job Relevance; *National Board for Certified Counselors Exam

The job relevance of the National Board for Certified Counselors Examination (NBCCE) was studied through a survey of professional counselors. The results of this study are presented. The NBCCE testing program, the composition and organization of the NBCCE, and the frequency with which the NBCCE is administered are described. The NBCCE is part of a certification process to assess the professional knowledge and competence of applicants. Of the 200 multiple-choice test items that make up the NBCCE, 160 are scored and 40 are used to build an item bank for future use. To determine the practical relevance of each of the knowledge topics and knowledge of skills topics assessed by the NBCCE, a 121-item mail survey was sent to certified counselors who had taken the examination between its inception in January of 1983 and September of 1985. The sample included 739 counselors. A total of 537 counselors (72.4% of the sample) responded to the survey. Subjects' responses were coded on a five-point scale (crucial, important, of questionable relevance, not relevant, or do not know). The majority of the subjects judged the examination as job relevant, with almost three fourths considering the knowledge tested either crucial or important. This report also highlights relevance judgments according to: (1) specialty areas of practice; (2) various college majors; and (3) various racial or ethnic groups. Study data are provided in 47 tables and 133 graphs. The mail survey is included. (SLD)

ED 328 628 UD 027 780

A Plan To Educate Nevada's Homeless Youth.
Nevada Univ., Reno. Research and Educational Planning Center.
SPONS. AGENCY- Nevada State Dept. of Education, Carson City.
PUB DATE- 23 Jan 89
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Nevada; *Stewart B McKinney Homeless Assistance Act 1987

This plan was developed to serve the educational needs of Nevada's homeless youth, in accordance with requirements of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan presents a number of options for the consideration of individual districts and their respective social service personnel, depending on the size and specific needs of the district. The publication contains 12 sections. The first section reports findings on the numbers and location of homeless youth in the state. The second section describes a proposed homeless youth education regulation. The third section deals with the state intake and referral process. The fourth section discusses and presents recommendations for the removal of barriers to education. The fifth section details counseling/instructional methodology. The sixth section discusses follow-up procedures. The seventh section describes outreach and training activities. The eighth section presents a training agenda for 1989-90. The ninth section describes the evaluation process, which included local committee meetings and phone surveys. The tenth section, appendix A, is a form helpful in setting up a homeless resource list. The eleventh section, appendix B, presents an interagency model that includes referral procedures, procedures for school enrollment, and counseling and instructional methodology. The twelfth section, appendix C, contains referral/intake/procedure forms. (AF)

ED 328 656 UD 027 923

Jones, Sarah E.
Structural Impediments to Success: A Look at Disadvantaged Young Men in Urban Areas.
Union Inst., Washington, DC. Center for Public Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 90
NOTE- 30p.; For a related document, see UD 027 924.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *At Risk Persons; Crime; Demography; *Disadvantaged Youth; Educational Attainment; Family Structure; *Inner City; *Labor Market; *Males; Poverty; Public Policy; Racial Bias; Social Support Groups; Unemployment; *Urban Areas; Urban Problems; Violence
IDENTIFIERS- *Economic Trends; Incarcerated Youth

This paper explores how recent economic, demographic, and social changes have created the conditions that are presently constricting the opportunities and future expectations of today's urban young men. While research indicates that all disadvantaged youth in urban areas are facing impediments to their success, the paper focuses on the realities of disadvantaged young men in their mid-teens to early twenties. The following factors and influences are examined: (1) economic trends; (2) demographic trends; (3) urban poverty; (4) family formation; (5) educational achievement; (6) drugs and violence; (7) incarceration; and (8) lack of supports. The paper asserts that a growing number of youth and families need assistance if they are to overcome the forces of poverty, joblessness, and racism that place them at risk of not realizing their potential as self-sufficient and productive citizens. Today's disadvantaged young men in urban areas desperately need supervision during nonschool and summer hours while their parents are at work, which should incorporate the following elements: (1) consistent adult relationships; (2) supplemental education; (3) health care and counseling; (4) recreational activities; (5) safe and clean facilities; (6) skills development; and (7) improvements in self-esteem. Efforts to help these young men must comprehend the reality of urban life in the 1990s. A bibliography listing 68 references is appended. (AF)

ED 328 601 TM 016 132

Five Years Later: A Look at the EIA Investment.

South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- May 90
NOTE- 23p.; Paper was extracted from "What Is the Penny Buying for South Carolina? Assessment of the Fifth Year of the South Carolina Education Improvement Act of 1984" (see TM 016 133).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Legislation; Educational Trends; Elementary Secondary Education; Graphs; *Program Effectiveness; Program Evaluation; *State Legislation; State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- Educational Indicators; *South Carolina Education Improvement Act 1984

A 5-year review of the impact of South Carolina's comprehensive reform legislation, the Education Improvement Act of 1984 (EIA), is presented. Throughout the report, comparisons of EIA program productivity in 1989 with pre-EIA performance are displayed in short program summaries, 33 graphs, and 14 tables. The EIA targeted seven major areas for improvement: (1) raising student performance; (2) teaching and testing basic skills; (3) elevating the teaching profession; (4) improving leadership; (5) implementing quality controls and rewarding productivity; (6) creating effective partnerships; and (7) providing school buildings. Most programs are now operating statewide, while some continue to be phased in. On nearly every quantifiable indicator of quality and effectiveness, the data show marked increases since the passage of the EIA. Opinions from students, teachers, and administrators confirm the positive effect of EIA programs on the educational system." (SLD)

Rikli, Roberta E., Ed.
Softball for Boys and Girls. Skills Test Manual.
Association for Research, Administration, Professional Councils & Societies, Reston, Va.
PUB DATE- 91
NOTE- 57p.; Sponsored by the Measurement and Evaluation Council.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Athletics; Elementary Secondary Education; Guidelines; Higher Education; *Performance Tests; Physical Education; *Skill Development; *Softball; *Test Norms

The first section of this manual provides information on the history of softball and the development of testing for proficiency in the game. The tests in the manual cover batting, fielding ground balls, overhand throwing, and baserunning. Test norms are listed for males and females at each grade level. A review is included of proper techniques and recommended drills for basic softball skills. Recording forms and rating scales are appended. (JD)

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